THE TIMES
Higher Education
SUPPLEMENT

Polys transfer technology

by Paul Flather

Polytechnic directors in London have agreed to recommendations from an experimental working-party to rationalize courses in polymer science and technology in the capital.

The recommendations mean that the Polytechnic of North London will lose its department of polymer science, and arrangements will be made to transfer staff and academic work to the Polytechnic of the South Bank.

No action is to be taken on metallurgy and metal science, another field investigated by the committee, although it was considered desirable for the work to be located in one institution as a strong engineering school. South Bank and City of London Polytechnic will continue with their departments for the present.

The recommendations come from the so-called Hayes working-party, named after its former chairman Dr Norman Hayes, set up last year by the Inner London Education Authority to begin the process of rationalizing courses in the capital. It was later joined by representatives of the five ILEA-controlled polytechnics.

The Hayes committee found only 42 students had enrolled on polymer science courses in the three years up to 1979-80, and closing down one department would bring large savings and create one strong viable department.

In metallurgy it found 103 full time students at City polytechnic in 1979-80 and just 37 at South Bank. But it felt unable to recommend merger because of accommodation difficulties, small savings, and because the course provided important balance for work at City, and merger was opposed by South Bank.

The working party was seen as a pilot project by ILEA. But the Committee of London Polytechnic Directors (CDLP) this week effectively ruled out any chance of cooperation in further rationalization under the same terms.

The working party based its decisions on discussions with the staff involved, on written submissions, and on a tour of the facilities, and on comparisons of student demand and academic standards.

Dr Norbert Singer, director of Thames Polytechnic said: "There is no question of us repeating this kind of exercise. In future such decisions can only be taken with reference to the whole future and development of a particular institution."

The CDLP is worried that individual polytechnics could end up losing courses that may have low student demand but are important in the overall balance of the institution. They want clear discussion of the aims and intentions of polytechnics to take place first.

● London polytechnics have begun meetings with ILEA to discuss next year's block grant allocation. They are hoping a commitment for level-funding will be honoured.

Hitch makes technicians by-pass pay machinery

by David Robbins

Leaders of the university technicians are short-circuiting their national pay bargaining machinery after what they regard as a serious hitch over the latest offer from their employers.

An offer was made last week of an 18-month deal giving technicians 9.9 per cent from October 1 and a further 8.5 per cent from July next year.

Just 30 minutes before their leaders were due to consider it, they were told by the employers' side that there had not been time to carry out the required consultations, and that they were not yet in a position to confirm the offer.

Now Mr Russell Miller, the Association of Scientific, Technical and Managerial Staffs national officer in charge of the negotiations, has suggested the failure to confirm means that the offer must be regarded as in jeopardy.

"This action destroys the credibility of the negotiating machinery and I shall be making the strongest possible protest to the employers' side", he has told local union officers.

Already ASTMS general secretary, Mr Clive Jenkins, has written to Sir Alex Merrison, chairman of the Committee of Vice-Chancellors and Principals, in protest suggesting a meeting and pointing out that it is the second time a hitch has occurred in the current round of negotiations.

"I have called for a full report of the situation to be presented to the next meeting of our national executive when we shall be considering what advice we can give to our members in the universities and what support we can offer them", wrote Mr Jenkins.

Meanwhile local university branches are being asked to seek a meeting to sound out each employer on the offer. If universities fail to give this individual endorsement technicians are being called on to take protest action.

The union has accepted that the offer has not been formally withdrawn, and the employers' officials are surprised at the hostile line being adopted.

"We were not able to complete the consultations with the separate university employers, the University Grants Committee, the Government and the CVCP within the 36 hours we were given", said Mr Ron Heyward, the employers' side secretary of the central council for non-teaching staffs in universities.

Consultations usually took 10 to 14 days. "For a number of years all we have had to do is to act within the context of Government pay policy. But we are now in a rather different situation of extreme limits, future cuts in public expenditure and therefore it is taking a little longer."

University dons are still waiting to hear the Government's reaction to their 13 per cent "cost of living" rise which, if approved, is payable from October 1.

No meeting of Committee B, the second stage of their bargaining machinery, has yet been fixed and until then the Government's official response will not be known. But the size of the rise, fixed by the independent chairman of Committee A when the two sides failed to agree, is out of step with the Government's objective of single figures for the public sector.

Both the Association of University Teachers and the university authorities are pressing for an early meeting. But there are suggestions within AUT that it could be advantageous if a delay took the claim out of the front line in the anticipated bottle over public sector pay.

The dominant view is that an early meeting would lead to a decision before the single-figure norm became firmly established. It is also felt that the university lecturers should firmly distance themselves from their colleagues in the maintained sector, who are widely expected to experience serious difficulties with their pay negotiations next year.

East Midlands group formed

by Patricia Santinelli

Lack of central government initiative in introducing a new national pattern of regional organization for teacher education has led to the creation of a new regional group in the East Midlands.

The East Midlands Regional Consultative Group on Teacher Education held its first meeting at Nottingham University last week. It is designed to fill the vacuum created by the demise of the East Midlands steering committee earlier this year. The latter came into being [illegible] following the James report.

The consultative group was convened by professors of education at Nottingham, Leicester and Loughborough universities bringing together representatives of five local education authorities, nine teacher training institutions (including three universities) the Regional Advisory Council, the Council for National Academic Awards, the National Association of Teachers in Further and Higher Education and teachers' organizations.

Professor Maurice Croft of the school of education at Nottingham University, and elected chairman, said the body was non statutory with no power, politically neutral and designed solely to promote the exchange of information on teacher training matters between all interested parties in the region.

Leicester Polytechnic has caught Metro fever, mounting a special exhibition of the story behind British Leyland's new baby, Seventy-five Years of Austin Motors, including £100,000 worth of vintage cars. Students have composed Metro tunes and devised Metro quizzes. Two students from the fashion design course, Jennifer Oliver (left) and Tracie Hamilton, both 21, are seen above discussing exhibits for their Metro gear show.

NUS funds

from page one

At the issue are the number of sabbatical officers in the union, affiliation to NUS and the stated political aims of the union.

Mr Ali Weste, student union president, said: "We think the polytechnic has no right to freeze funds. This is a foretaste of what could happen under the new rules when colleges will be able to say 'Don't like the Tories? We will move some over your money'."

At Middlesex Polytechnic, the student union has accused college authorities of interfering with its autonomy because they have refused to help fund an overdraft of £37,000 and told the union how to spend its money.

The union has attacked the polytechnic governing council for awarding it a grant increase this year of 2.2 per cent, the lowest in the country and for instructing it to spend at least half the money on services and not on staff.

At Leicester Polytechnic the students union has turned a deficit of £35,800 into a surplus of £9,000 by cutting services and making six staff redundant after close cooperation with polytechnic finance officers. The losses were blamed on over spending and poor administration.

● The NUS is planning to bring out a brochure on the services and facilities run by student unions.

Tory MP backs APT claim

A Conservative MP has backed the Association of Polytechnic Teachers to its claim for national recognition and a seat on the Burnham further education committee.

Mr John Patten, MP for Oxford, has written to Dr Rhodes Boyson, under-secretary for higher education, suggesting that APT should get a Burnham seat.

APT has about 125 members at Oxford Polytechnic out of a total of 400 staff, he said. "But APT has no representatives on Burnham while the National Society for Art Education, which has no members at all in Oxfordshire, has one.

"I have no particularly strong views about how good APT is", said Mr Patten, a member of the Association of University Teachers. "But if substantial numbers of people are involved in it, then it should be recognized on Burnham."

The Secretary of State for Education, Mr Mark Carlisle, is currently considering whether the Burnham committees should be reconstituted.

Mr Patten has also drawn the ministers attention to the post-entry closed-shop agreement with the National Association of Teachers in Further and Higher Education at Leeds, which effectively excludes lecturers who belong only to APT from applying for jobs at the polytechnic.

Rows threaten engineering authority

Arguments among Britain's engineering institutions are still continuing to jeopardise the future engineering authority, despite last week's call by Prince Charles for them to settle their differences.

The main dispute continues to affect the Institution of Electrical Engineers where a call for a special general meeting to hear attacks on its leaders for accepting Sir Keith Joseph's plan for a new authority has not yet been accepted.

There is now serious concern among some members about the institution council's delay in agreeing to the meeting, called for by Mr Arthur Palmer, who is angry about the IEE's sudden policy switch away from favouring the Finniston plan for a powerful statutory authority to control the engineering profession to Industry Secretary Sir Keith Joseph's compromise chartered body in the next few days. Mr Palmer is expected to continue to press for the meeting, although he has not yet publicly threatened court action to force the council to arrange the meeting.

SSRC rejects applications

Major research proposals put by academics to the Social Science Research Council are being turned down for lack of funds.

In the last round the council's research board was forced to turn down 12 per cent of highly recommended applications. The next round is expected to be considered in December when the board is expected to have to reject a similar proportion.

The council is now concerned whether it can continue to support research of the highest standard on a budget eroded by Government cutbacks.

In the most recent of the research grant rounds, of which there are three a year, only applications in the top two grades were recommended for funding at a total level of £14m.

But in the end the board was only able to provide funds of £1.5m, and about £200,000 worth of research in the second grade was unable to be supported. Any research that fell into the lower two categories was not even considered, and only 20 out of a total of 100 applications went ahead. However, the council is anxious that academics should not be discouraged from applying. Applications for the December round are being invited.

Although research takes 40 per cent of the council's annual budget of £17m for 1980-81, £548,000 is to be axed from research grants initiated by academics over the next four years. The council has been asked by the Government to impose overall cuts of up to 15 per cent by 1981-82.

The research board is also being forced to queue applications for its Open Date scheme.

Russian courses close at Ulster

The Russian department at the University of Ulster is to close down and there will be no further intake of students.

The handful of students already on course will continue as planned but teaching will cease at the end of 1982. One member of staff who was on a temporary appointment has found a job elsewhere and only one academic left is Professor A. J. Murphy, whose position is protected, will probably continue to search after 1982.

The University Grants Committee Atkinson report which recommended a severe reduction in the provision of Russian studies in universities said there were rational grounds for more than one Russian in more than one university in Ulster.

It proposed that the Coleraine course be discontinued and could be given the opportunity of transferring to Queen's University, which would have been pleased to accommodate Professor Murphy, who did not feel he could take up an additional one Tassorini salary so the transfer was not made.

NEXT WEEK

Muriel Bradbrook on Webster
Michael Leifer on South East Asia
Harry Lubasz on Lukács
Select Committee report
New Books on education

© TIMES NEWSPAPERS LIMITED 1980

Printed and Published by Times Newspapers Limited, New Printing House Square, London WC1X 8EZ, England. Friday October 31, 1980. Registered as a newspaper at the Post Office. ISSN 0044-0841

THE TIMES
Higher Education
SUPPLEMENT
October 31, 1980 No 417 Price 35p

Whitehall warning on planning

by Peter David

The Government should be cautious about attempts to introduce manpower planning for higher education, says a major report due to be published next week by the Department of Employment.

It says it would be possible to provide some indication of the future demand for graduates by "broad subject groups", but warns against overreaction to cyclical changes in the job market.

The report, *Higher Education and the Employment of Graduates*, has taken several months to prepare. Ministers and officials in the Department of Education and Science had hoped it would provide the basis for a "broad steer" of subject priorities in universities and polytechnics.

Recently Dr Rhodes Boyson, the under secretary for higher education, said the object of the exercise was to see whether it would be feasible to relate the higher education system to long-term economic and industrial factors.

He added: "What I want to see emerge is not a specific manpower plan for higher education but rather the attainment of a balance to ensure the rationalization of existing resources and also to ensure, as best we can, that this balance corresponds to the likely demand of its output."

But the cautious tone of the report, drawn up by the Department of Employment's Unit for Manpower Studies, is likely to disappoint DES ministers: It questions whether confident predictions can in fact be made about future demand for specific kinds of graduates.

The report says the general picture for the next 10 years is that the employment prospects of new graduates from all subject groups are likely to continue to be good.

"The unemployment rate for engineers continues to be lower than the rate for other graduates. Nevertheless, the demand for engineers and scientists, and to some extent business studies, will be affected by the overall economic climate in the early 1980s, so their their employment prospects will be worse than in the recent past.

"It will be important, therefore, not to overreact to cyclical changes in demand for those graduates or for places on those courses when making adjustments either upwards or downwards in the scale of provision".

Even some science graduates may find it difficult to get specialist jobs in the late 1980s, the report says. "The major requirement will be for able, preferably numerate people, who have been through the higher education system".

The report divides graduates into four broad subject groups. They are engineering and technology; science; business and social studies and arts. It says that demand for good arts graduates will continue, but some from polytechnics could find it difficult to enter suitable work.

Official publication of the new report will come only a week after the publication of the Commons Select Committee report on higher education, which describes manpower planning for higher education as impractical.

At a press conference Mr Christopher Price, MP, the Select Committee's chairman, said the Department of Employment report had reached his committee too late to be incorporated, but would probably not have influenced the committee's final report.

Microbiology - just like that

Not every professor can produce hot coffee from a newspaper. But that's only one of the special skills of Professor Edwin Dawes of Hull University's biochemistry department, who practises magic as well as microbiology.

And under the guise of delivering the American Medical Alumni Lecture at St Andrews University next week, the professor will amaze and astound his audience with a special magical performance.

Professor Dawes has no worries about facing academics well versed in scientific procedures. He said: "The more intelligent the person, the more easily he will be fooled by a magician's techniques. This is because the intelligent watcher is familiar with the laws of cause and effect."

Professor Dawes, who is honorary vice-president of the Inner Magic Circle, believes there is still a place for magic among the miracles of modern science.

Select Committee urges more course freedom

by Ngaio Crequer

Climbers made by informed students and far less planning and control by the Department of Education and Science should determine the future of higher education, MPs have recommended.

The report of the Education, Science and Arts select committee, published this week, calls for greater freedom for polytechnics and colleges to decide their own courses, predicts the beginning of the end of the binary system, urges positive steps to encourage more school-leavers and adults to take up higher education and wants far more openness from educational bodies.

Mr Christopher Price, MP for Lewisham West and chairman of the committee, said that when the committee began its study there had been an implicit understanding that the DES should exercise more planning. "We do not agree. We do not see the planning they have in mind as properly their job. We make a very great distinction between planning and forecasting. Informed student demand is quite a good way of planning higher education and very much cheaper than having bureaucrats doing it."

The report says: "National systems of course control from within the DES (are) wasteful of manpower and dilatory and inefficient in practice". Nor was there much support for broad guidelines on subject priorities and it was impracticable to allow manpower planning to be a useful planning guide for higher education because of the fluctuations in the market.

The committee was critical of the timeliness of some of the statistical information provided by the DES. There should be more up-to-date information available to students to enable them to make choices about courses.

The committee recommends that regional staff inspectors should stop approving higher education courses and that Her Majesty's Inspectors should confine their role to non-advanced further education. Regional advisory councils should also be abolished although some of their duties outside higher education might have to be performed by a smaller organization.

The report also recommends the setting up of a new national body, a Committee for Colleges and Polytechnics to give advice about the finance, administration and planning of advanced further education in the maintained sector. There should be a joint secretariat with the University Grants Committee.

Mr Price said: "The difficulty is that whereas the university sector concerns the totality of higher education, higher education outside is best described in terms of courses rather than institutions. It requires slightly different treatment. We see this body, the CCP, and in particular its liaison with the UGC, who admitted they really did not know what was going on in the colleges and polytechnics, as the beginning of the end of the binary system." The emphasis must be on bringing the systems together in a pluralistic framework.

He said there should be much more openness in the way higher education organizations behaved. The committee had discussed recommending that the UGC should be completely open body, but had decided not to go quite that far.

But the UGC "should no longer seek to operate on a London club by basis, which might have been appropriate in 1919 when it was founded but is certainly not appropriate to the 1980s."

Mr Price said the committee was very concerned about the age parti-

Continued on back page

Six committees should help cooperation

In a major initiative to increase cooperation between local government and the universities, the Department of Education and Science is to create six committees to study higher education planning across the binary line.

Mr Richard Bird, the DES's new deputy secretary with responsibility for higher education, has invited the University Grants Committee and the local authority associations to supply members for the committees. Each will be chaired by a DES assistant secretary.

The initiative follows an historic meeting six weeks ago at which Dr Boyson, the higher education under-secretary, presided over the first occasion, discussion between Dr Edward Parkes, UGC chairman, and leading education authority councillors.

At that time all participants agreed that it was no longer possible to plan higher education in the universities and polytechnics separately, given the problems of financial contraction.

By setting up six committees now, the DES has signalled its intention to make rapid progress towards bridging the traditional gap between the universities and the public sector. A recent reorganization within the department was also designed to bring university and public sector planning together in one branch.

Topics for each of the new committees are:

● Unit costs and their variations within and between institutions;
● Student numbers
● Fees policy
● Policy and charges for catering and residence;
● Teacher training
● Regional machinery for the co-ordination of higher education generally.

Strong pound fails to help science budget

by Robin McKie
Science Correspondent

Britain's Science Research Council could be more than £7m overspent this year, unless the Treasury reverses its plan to keep savings that have come from the strong pound and its effects on United Kingdom contributions to international scientific institutions.

To overcome this the council will require "a supplementary vote" of money to its present £201m budget which the Treasury will deduct from the SRC's allocation for 1981/82. This will result in further cuts in SRC expenditure next year and a package of proposals to implement this is to be discussed by council at its meeting on November 19.

The cuts will come in two forms. First, there will be a slowdown in major laboratory programmes. This would delay expenditure and work on major new facilities at the Rutherford, Daresbury and other laboratories and instruments such as the new 4.2 metre telescope to be built in the Canary Islands.

The second type of cuts will take the form of a moratorium on grants, with universities being asked to delay applications and council committees taking longer to give approval.

The proposal could lead to some division at the council meeting for some science board representatives, who control funds for areas such as basic chemistry, physics and biology, would rather see the cash saved by drastically cutting back money for the expensive Spallation Neutron Source at Rutherford. This view will be opposed by senior SRC officials who feel the council is now too committed financially to the machine. Other measures could include a ban on recruitment.

A major cause of the overspending crisis has been the science board exceeding its cash limits by about £3m, although problems have arisen over the £1.2m cost of new buildings at the Rutherford Lab. oratory.

The SRC had hoped to recoup much of this money following the rise of the pound over the past year. The council's payments to CERN, the European Organization for Nuclear Research, in Geneva, last year, amounted to £25.25m. Estimates of savings this year very between £4-£5m, although the Treasury has not yet calculated the exact amount.

It has told the SRC that the council will not be allowed to keep these savings.

The SRC has appealed to the Department of Education and Science, which has agreed to take up the appeal with the Treasury.

Contents

Romanticism to Bolshevism

Heinz Lubasz discusses the philosophical odyssey of a "Western" Marxist: Georg Lukács, 13

Webster's achievement
Muriel Bradbrook examines the dramatic achievement of John Webster, one of Shakespeare's greatest contemporaries, 11

South-east Asia
Michael Leifer looks at South-east Asia, "the Balkans of the Orient", in the second of a series on world politics, 10

Going to the zoo
Robin McKie goes behind the scenes at London Zoo and discovers some unexpected research, 9

Academe and the election
Clive Cookson reports from Washington on higher education and the presidential race, 7

Select Committee report
The policies of successive governments and the performance of the DES come under fire in the Select Committee's report on higher education, 4

North American news	7
Overseas news	6
Books	13-22
Science books	14, 15
Noticeboard	23
Classified index	24

Opinion

Union view (NUS), Christopher Price, MP, Don's Diary	29
Laurie Taylor, Letters	30
Leader (the select committee's report on higher education), George Rainsford	31

NELP proposal to abandon site

by David Jobbins

Possible closure of at least one department and a complete withdrawal from its Waltham Forest precinct by 1985 are key components of North East London Polytechnic's latest development plan.

The plan, covering the decade 1980-1990, suggests a substantial building programme at the remaining Newham and Barking precincts and assumes a linear growth in student numbers from 4,168 earlier this year to 5,640 by the end of the decade rising to 7,400.

The threatened department, applied economics, was given a one-year reprieve earlier this summer, and academic staff were this week trying to establish whether its omission from the plan meant it was now finally to be axed.

A polytechnic spokesman confirmed the omission was deliberate. "This plan—it is only a draft and can be amended—was drawn up by a working party of the governors' policy and resources committee. Applied economics was deliberately left out because account was taken of resource limitations and pressures created by the move of other departments from Waltham Forest", he said.

The draft plan is the possession of *The THES* places the blame for withdrawal from Waltham Forest squarely on Mrs Margaret Thatcher, who as Secretary of State for Education, blocked NELP's 1973 plans to develop on three major sites.

At that time, Mr Norman St John Stevas, then a junior education minister, said that planning for the immediate future should concentrate on the major sites in Barking and Newham.

The new plan does just that with an ambitious building programme to back up a withdrawal from Waltham Forest of the departments within the environmental studies faculty, which is to disappear. It was being discussed by the polytechnic academic board this week, and tomorrow is to be examined at a seminar at which lecturers' and support staff's unions will be represented.

Members of the National Association of Teachers in Further and Higher Education will attack the plan for its failure to offer any educational justification for what they see as "covert" proposals not only for the closure of applied economics but for the contraction and possible closure of sociology or applied social studies.

They will also raise the question of how extensive construction will be funded when Government constraints on public sector spending are tightening.

Mr Tim Butler, chairman of the Natfhe coordinating committee, said: "It is ludicrous to put up a plan which assumes the polytechnic is going to double in size over the next 10 years and requires tens of millions of pounds in a week in which Government seems to be saying it will cut £2,000m off local government spending and when the polytechnic itself is threatening to make 62 lecturers redundant."

A lecturer in the threatened applied economics department described the plan as a "shoddy document" which was "not a basis on which an academic development plan discussion can take place."

At tomorrow's discussion Natfhe representatives will press for fuller consultations before decisions are made. The polytechnic authorities expect governors to take a decision on December 5, before it is referred to the three funding boroughs.

Already there are fears among senior engineering staff that the planned rapid transfer to Barking of the civil engineering degree may endanger not only its Council for National Academic Awards validation—but that of the mechanical engineering degree as well.

Polytechnic director, Dr George Brosan, put his views on the development of polytechnics before the academic board this week. "Research must develop where we can rather than where we should, with the result that courses central to the goals of NELP, as well as some courses of quality, may suffer."

NUS campaign to reverse funding plan

by Paul Flather

The National Union of Students is carrying out threats made in the row over student union financing has called for a one-day strike on November 28 with national demonstrations in London and Glasgow to protest against the Government's new proposals.

The NUS has been pressing the Government to amend the rules and issue guidelines which will guarantee the autonomy of the 750 student unions in the country.

After a meeting last week with Dr Rhodes Boyson, the under-secretary for higher education, failed to produce any new reforms, the NUS launched a major campaign aimed at persuading the Government the new proposals are "irresponsible and ill-conceived".

Under the new rules, announced last February, student unions will have to negotiate for funds within their own college or university as opposed to receiving automatic funding in the form of a capitation fee.

Mr David Aaronovitch, NUS president, said this week: "The proposals as they stand represent a threat to the existence of students and all their activities. The conflicts built into the system could set the much improved relationship between students and their colleges back by 10 years".

The NUS believes figures used by the Department of Education and Science, estimating the unit cost for a student to be £32, are grossly inaccurate.

It has called on student unions to lobby MPs in the four weeks leading up to the one-day strike to explain their case. The union would prefer implementation of the new rules postponed until 1982/3.

The Council for Local Education Authorities has also been severely critical of the way the new proposals will work. Both CLEA and NUS accept that the reforms could help make student unions more accountable in spending public money.

But a paper being prepared by CLEA will highlight difficulties of trying to assess how non-advanced students paying widely differing fee levels and with differing modes of attendance, can be included under the new proposals.

Arms crossed, Lord Mackie of Benshie sits back while his students do the work in the run-up to his installation ceremony as Dundee University's new rector. Members of the sports union gave him the traditional "rectorial drag" by hansom cab from Newport to the ceremony at Bonar Hall last week.

Smallpox safety watchdog to be replaced

The much-criticized Dangerous Pathogens Advisory Group is to be scrapped, it was announced last week by Mr Patrick Jenkin, secretary of state for social services.

It will be replaced by a new body, the Advisory Committee on Dangerous Pathogens, which will have wider terms of reference and a broader membership.

The committee, which will advise on general safety controls for laboratory work with pathogens, will have a chairman, 10 expert medical and scientific members, five employers' representatives and five representing employees. The present group was attacked following the Birmingham smallpox outbreak for the narrowness of its members, who are all purely medical experts.

The new committee, which will advise on pathogens such as smallpox and rabies, will also provide expert opinion on animal diseases and safe working conditions. Its first tasks will include the undertaking of a comprehensive classification of pathogens and the updating of existing codes and codes of work with pathogens.

The Dangerous Pathogens Advisory Group was set up in 1975 as part of a voluntary control system of organisms considered highly dangerous to humans but was criticized for being out of touch with practical conditions following the Birmingham University smallpox outbreak in which medical photographer Janet Parker died.

Survey of left-wing policy 'aims to combat propaganda'

An anti-Marxist survey of left-wing policy in education has been published which follows in the footsteps of Professor Julius Gould's controversial study.

A survey of left-wing plans for transforming education, by Common Cause Publications, of Fleet, in Hampshire, says it was prompted "by the realization that some left-wing organizations are exploiting the educational system of this country in order to influence the thinking of the younger generation".

This could be seen in the dissemination of large amounts of literature extolling communism, Marxism and socialism and from propaganda from activists in education, it claims.

The survey, consists of policy statements, potted histories and comment on a vast range of organizations including the Labour Party, the Socialist Education Association, the Socialist Workers Party, the International Marxist Group and the British Humanist Association. The National Union of Students, the National Association of Teachers in Further and Higher Education, the National Union of Teachers and the National Union of School Students are also cited.

In further sections it lists committees, groups, events, speakers, publications and courses. This includes the 1978 Communist University of London, the Advisory Centre for Education, School Teachers opposed to Physical Punishment, the National Confederation of Parent-Teacher Associations and the National Council for Civil Liberties.

In an epilogue the publisher says its method has been "to describe in their own terms the aims of certain organisations in respect of education, and to note activities conducted by them in pursuit of their aims."

It has done this, it claims, to prevent the kind of criticism levelled at Professor Gould when he published *The Gouldsbrook Report on higher education, Marxist and radical penetration*.

Conservative students' rift widens

The rift within the Federation of Conservative Students on the question of student loans grew considerably wider this week.

The national committee of the federation has overturned its standing policy against loans, and called for a £500 mandatory grant for all students with a supplementary loan available to make up the difference between the mandatory element. The current maximum grant is £1,695.

The committee has recommended that the loan should be paid back in the form of a graduate income tax, and that return of the loan negotiated through private banks should be guaranteed by the Government.

But 16 members of the federation have issued a statement attacking the national committee for not consulting the members of this decision and for being out of touch with members in colleges who are definitely against loans.

"It is a pity that it is seemingly necessary to indulge in such ill-guided and ill-informed displays of political virility", says the statement signed by eight regional chairmen, three national committee members and two ex-members of the National Union of Students' executive.

The federation is preparing a more detailed paper outlining its new policy in favour of a partial loans system. But the dissident members say the new policy is all the more surprising as it will not lead to savings and less bureaucracy, both greatly favoured by the majority on the national committee.

Mr Peter Young, the national chairman of the federation, claims a broad range of support for the policy. He has particularly strong support from Scottish members. Any real clash between the adherents and Mr Young's supporters will have to wait until next year's national conference.

London lecturers attack university inquiry's 'naivety'

by Ngaio Crequer

London University lecturers have attacked the conduct of the Swinnerton-Dyer committee on academic organization, accusing it of naivety, infringing on academic autonomy and "unfair reference to named posts".

In its submission to the committee, which is inquiring into all non-medical studies at the university, the London Association of University Teachers warns against trying to be both judge and jury of academic excellence. It also says it will resist any attempt to make academic staff redundant.

The association says the two main tasks facing the universities are the need to educate the public and politicians about the value of universities, and to tap the sources of potential students.

It calls on the committee to act openly and avoid some of the mistakes of the Flowers committee on medical schools. It says it has received many adverse comments about the questionnaire sent to multifaculty schools, which asked which subjects were vital, which could be shed and whether there was duplication, student numbers and resources.

"The questionnaire . . . has come in for particular comment both for its naivety and for the way it borders on interference with the proper academic independence of schools. . . .

"The AUT is particularly disturbed by the botchpotch list of central activities and personnel on which schools have been asked to pronounce, particularly since schools can know little or nothing about some of the services listed and are not therefore in a position to evaluate them. We do not think this is the proper way to conduct a serious investigation into such matters," it says.

It also condemns the naming of individual posts saying it is unfair to the individuals concerned and says assurances should be made to give the right of reply.

The submission disagrees with the committee's assumption that student numbers will decline in the late 1980s and early 1990s. The universities should have more confidence in themselves, it says, to a great extent student numbers will be in their hands, they should not be negative and assume that cuts and decline cannot be avoided.

The AUT goes on to say it "has grave doubts about whether the setting up of this committee is really the right way to tackle the university's problems, particularly in such a short time."

Universities should be encouraging more working-class students and more women, and there should be a more coordinated attempt to give publicity to achievements and successes, it urges.

Although not opposed to rationalization, the AUT points out the dangers of a doctrinaire approach. "The problems of London University will not be solved by the application of some great all-embracing principle", it says.

Referring to remarks by Sir Peter Swinnerton-Dyer on the reputation of the university, the AUT warns of the danger of the committee being judge and jury of what is distinguished and what is not.

"One man's excellence can often be another man's mediocrity . . . we would also hope the committee would bear very much in mind the less glamorous side of excellence (such as) student applications, the number and quality of students, the excellence of the teaching as well as of the research, the achievement of graduates produced etc. . ."

Medical council cash returned

by Robin McKie
Science Correspondent

Britain's Medical Research Council is to regain control of a £12m share of its finances at presently controlled by the Department of Health and Social Security.

The move follows last week's decision by the council that it would accept an offer from the DHSS to take over the cash allocation which represents a substantial addition to the council's present £56m annual budget. The money was taken from the council in the early 1970s following the Rothschild reorganization of the research councils and given to the department to contract research work directly through the council.

The council has battled constantly to have the money returned to its control for sudden cuts in DHSS funds often resulted in disproportionate drops in contracted research grants for council projects. By returning the cash to its control, through the Department of Education and Science and its "science vote" allocation to the research councils, the council feels its funding is now far better protected.

Dr S. G. Owen, second secretary of the research council, said it was "exceedingly pleased" about the finance reorganization. As part of the concordat set up by the council and the DHSS to finalize the deal, it was also agreed that the council would increase its spending on applied health services research. At present about £2m is spent on this, including money for medical sociology and epidemiology work.

This would be introduced slowly. "We don't expect a sudden jump in funding", Dr Owen added. "It will really depend on good proposals coming forward."

The change in funding control does not mean that the committee will have new money at its disposal but will have more direct control of the £12m allocation, although it will free a small amount of cash, about £20,000, used to finance the bureaucracy that documented and accounted the customer-contractor arrangement between the council and DHSS.

The Public Accounts Committee pointed out this waste in a recent report, which had a significant effect in bringing about this week's changeover announcement.

Compulsory training urged by two unions

by Patricia Santinelli

A call for the Government to introduce compulsory induction courses for college lecturers came from the leading lecturers union and the Association of Principals of Colleges this week. The two associations staged a conference on lecturer training.

The National Association of Teachers in Further and Higher Education and the APC are mounting a campaign to persuade the Department of Education and Science to implement the recommendations of the Haycocks report made four years ago.

The recommendations were that unpaid new entrants to full time lecturing without previous experience should have part time release together with a period of block release.

Both associations feel that in spite of promises that implementation might be considered by early 1981 little progress has been made.

Speaking at the opening of the conference Mr Jim Richardson *Natfhe* president said that in view of rapid developments within further education such as Business and Technician Education Council courses as well as youth opportunity programme courses the situation was very grave.

"We maintain that now only months away from the target of 1981 there is an urgent need to make induction compulsory if teachers in further education are to be given the opportunity to undertake this very important and necessary training," he said.

But Mr Simpson of the DES said that against the background of expenditure cuts for in-service training recently added in the White Paper it was not be impossible to make any commitment as to when induction courses could become compulsory or when 3 per cent of the teaching force could be released for such a purpose.

"I see no prospect of the Government diehing out extra resources to this area for the time being," he said. "So it is very much a question of making do with what we have. Recently 13 centres have been approved for systematic induction training."

He stressed however that the DES was absolutely convinced of the need for training both new and experienced further education lecturers

"So even though there are restrictions on resources the importance of staff development is greater not less. Relevant courses and directions have got to be set up and identified so that they are worthy of the people who take time off to do this. It is up to all of us. We have to make it happen," Mr Simpson said.

Public sector student numbers 'will drop by 2 per cent'

The Government expected student numbers in public sector higher education to fall by more than 2 per cent over the five years 1979-1984, a Department of Education and Science official said this week.

Mr Edward Simpson, DES deputy secretary, told the conference on the fall in the number of young people entering higher education would reduce the number of lecturers employed.

"The further education teaching force is beginning to realize what we have been saying for some time", he said. "It is about to suffer the same kind of contraction as has been seen in other sectors."

Mr Simpson said that although student recruitment appeared to be buoyant this year, the shortfall in recruitment last year was more important.

The Government was also assuming that lecturer numbers would fall by about 4,000 between 1979-80 and 1983-84. The staff-student ratio could be extended to enable student numbers to increase if necessary.

Another reason for fewer new lecturers was that fewer were now leaving the profession, he added. This had steadied at an annual rate of 4,000 and showed no signs of increasing.

The moment that the annual inflow of lecturers, which had already dropped from 6,000 in 1975 to 4,500 in 1979 might drop by a further 1,000 to almost half the 1975 level. But these were only approximate calculations.

Mr Simpson stressed that the projection in student numbers underlying the last White Paper would have to be revised for the country as a whole because of the increased recruitment this year.

Figures in the White Paper had indicated that expenditure on higher and further education would fall slowly from present levels until 1983-84.

St John's votes on co-education

St John's, one of Cambridge University's larger and richer colleges, has taken the first step towards opening its doors to women as well as men students.

A vote of the college governing body composed of all the fellows produced exactly the two-thirds majority required in favour of amending the statutes to allow the college to be mixed.

The governing body will vote again on the issue at a meeting on November 13 and it must have in other words the majority in favour, the proposed amendment will be submitted to the university's senate council and then to the Privy Council.

This would satisfy the requirements of the 1923 Oxford and Cambridge Act on amending statutes. It is thought unlikely that the senate or Privy Council would oppose the change. The second college vote will be more keenly fought.

Single-sex colleges tend to find it difficult to maintain academic standards with applications falling, although applications to St John's for 1981 are slightly up on the current year. Dr John Hall, the senior tutor, said it would be unfortunate if all the Cambridge colleges ended up mixed.

The issue was last raised on the college in 1977.

Poly research threatened by lack of funds

by David Jobbins

Lack of funds is threatening research in polytechnics and other public sector colleges, the main lecturers' union warns today.

More financial support direct from central Government and through the research councils is needed for the full potential to be achieved, according to the National Association of Teachers in Further and Higher Education.

In a new policy document Natfhe says that additional threats are posed by difficulties in purchasing research equipment and by high postgraduate fees.

At times of severe economic restraint research was highly vulnerable to cutbacks while the polytechnics, where most nonuniversity research is concentrated, were only slowly approaching the resources available in the universities.

"The polytechnics are able only to develop research resources at present only by concentrating on particular areas of excellence or by spreading resources very thinly", says the union.

It draws attention to the crucial distinction between the universities and the public sector: universities can draw on the University Grants Committee to build a broad financial base and on the research councils to fund specific projects, but there is no dual basis in the public sector.

Most of the funds come only from the research councils which, while responding to some criticisms, had only alleviated the effects of the existing system without fundamentally changing it.

Without a UGC-style system of general research funding, the polytechnic research worker was at a disadvantage over the purchase of equipment, and institutions were unable to offer the council's evidence of previous pertinent work.

The continuing tightening up of staffing ratios is likely to make it impossible for many institutions to achieve a realistic allowance for research, says Natfhe.

The association agreed that research should not dominate teaching, but "if opportunities are not available to all teaching staff the quality, and in some cases the commitment, of teachers may be affected to the detriment of both their students and colleagues."

Natfhe calls for a planned introduction of sabbatical leave into the public sector.

Regretting the cut in grants Natfhe warned: "Continuing cuts in research budgets will further weaken the national research effort and exacerbate the present problems of the distribution of resources between the universities and the public sector."

Only a tiny proportion of research council cash is spent outside the universities.

(Research and Research Staff, published by Natfhe, Hamilton House, Mabledon Place, London WC1H 9BH, 35p to members 50p to non-members.)

Polymer science

In the three years up to 1979-80 there were 41 final year students on degree courses in polymer science and technology, at South Bank Polytechnic and the Polytechnic of North London, and not on all polymer science courses as stated in *The THES* last week. There were more than 800 enrolments on all such courses last year.

CRE issues new guidance on sandwich course problems

by Charlotte Barry

Polytechnics and colleges must resist employers who refuse placements to overseas students on sandwich courses, according to new guidelines on racial equality published this week.

In spite of this establishments should take care not to refuse admission to overseas students nor prevent them from completing the course, say the guidelines drawn up by the Council for National Academic Awards and the Commission for Racial Equality.

The new document aims to help polytechnics and colleges provide genuine equality of opportunity for students of all races. It also intends to help them plan new courses and re-examine the entry requirements and regulations covering those already in use.

"Institutions should bear in mind the difficulties that pupils from non-English speaking backgrounds may have had in obtaining formal qualifications and ensure that the requirement applied is justifiable", it says.

The effects of entry requirements on different ethnic groups should be kept under review and students without a good command of idiomatic English should be given special help.

Institutions should persuade employers not to discriminate against British students because of any such difficulties or to comply with a request from an employer not to submit ethnic minority students for placements."

The guidelines add that polytechnics could introduce special recruitment campaigns to increase applications from ethnic minorities. They should plan new preparatory courses for students from these backgrounds who lack the necessary formal entry qualifications.

In addition it should not be assumed that the educational field is free from conscious or unconscious racial and cultural bias, the document says. "Institutions need to be alert to the possibility and to keep their curricula and teaching methods under review to ensure that no avoidable bias enters into the teaching or assessment of students."

Dr Carole Hackney, a research assistant at the University of Manchester Institute of Science and Technology, examines a locust being used in research aimed at finding a cheaper, more effective and safer pesticide. With colleagues in the biochemistry department she is helping to pioneer a technique involving the use of electron microscopes and the stoining of nerves to identify target areas in insects' nervous systems, which would avoid harming animals or the environment.

Literacy cuts 'morally wrong'

Local authorities which cut grants to adult literacy schemes are "morally wrong", said Dr. Richard Hoggart, chairman of the Advisory Council for Adult and Continuing Education, this week.

Speaking at the annual residential meeting of the council in Abergavenny, he said that adult education is suffering very badly and as a discretionary grant was bound to suffer more than a proportionate share of cuts.

"However, I don't understand how any l.e.a. can cut life grants—it is morally wrong," he said. "L.e.a.s have mandatory money to give but if they don't begin to think and say to what they will give priority then they are managing on their responsibilities."

Dr Hoggart was speaking during a review of the council's first three year term of office. Opinion was divided in the face of widespread criticism of the council's most recent discussion paper *Present Imperfect* which many felt was too tentative in its approach.

Mr Billy Hughes, president of the Workers' Educational Association, thought that the major documents published so far had been widely misunderstood because they had cut on both sides of the fence.

"I think the whole prestige of the council rests on whether positive answers can be given in future documents," he said.

He was backed by Professor Henry Arthur Jones, Vaughan professor of education at Leicester University, who thought that too many expectations had been raised.

"Many people in the field thought we would wave a wand and put adult education into the higher echelons of higher education", he said. "If we are going to change public attitudes it must be through the laborious process of producing reports."

Mr Donald Gratton, controller of educational broadcasting at the BBC, thought that the council could have been more provocative.

Lecturer II jobs deal ends wrangle

Local authorities are being asked to make more senior posts available to attract lecturers in shortage subjects.

But the necessary agreement between employers' and union representatives has gained only narrow backing within the main public sector union, the National Association of Teachers in Further and Higher Education.

The deal in the Burnham further education committee ended a wrangle which dragged on since the Clegg commission drew attention to shortages among lecturers needing industrial and commercial experience or qualifications in accountancy, law, engineering and building crafts.

It embodies the proposal put forward by Clegg for an increase in the proportion of lecturer 2 posts in these areas.

The Burnham FE committee found a way of widening the discretion of local education authorities to appoint lecturer 2s. For courses leading to the ordinary national certificate or its equivalent, the upper margin was increased by 5 per cent, to give a range of 40-70 per cent of posts at lecturer 2s level. For the lowest category (category five which comprises O levels) the agreed increase was 10 per cent to give a range from 15 per cent to a new top of 35 per cent.

The agreement is being backed up by a joint letter to all education authorities seeking talks with recognized unions to identify shortage areas and emphasizing the further discretion at their disposal.

They are being asked to tell the Burnham FE committee of action being taken at local level by March 1981.

Major fears expressed on Natfhe's salaries standing advisory committee centred on the conviction that many authorities were already failing to use what discretion they had and the uncertainty that the extra freedom could be used as a way to solve the problem. There were also misgivings that Natfhe—by becoming involved in selecting shortage subjects—was implicitly saying which of its members might gain promotion and which might not.

The decision to recommend the deal to the executive was carried by only a couple of votes. The committee agreed by a more comfortable margin to back the deal on part-time lecturers' pay.

Scientists take an icy plunge

A team of British scientists has just left for Australia where they will take daily baths in cold water before they proceed to the Antarctic.

The aim is to test how far the body can be acclimatized to cold in advance of exposure to severe conditions.

The programme, devised by Dr Ian Hampton, senior lecturer in physiology at Leeds University, and colleagues from Chelsea College, London and Aberdeen universities, is designed to study the effects of cold on physical fitness, energy expenditure and heat production and loss.

They will join scientists from France, Australia, New Zealand and Argentina on an international biomedical expedition to Antarctica and will trace the medical, psychological and biological effects of living and working in the severe cold.

For the first five weeks spent in Australia half the members of the group will take daily cold baths to test the theory that this is a way of acclimatizing to the cold. Any changes in the circulation of blood and of heat exchange at the skin's surface will be recorded before and after arrival in Antarctica and compared with measurements of the other members. Heart rate, oxygen uptake and other energy costs will also be examined.

Just before Christmas the group will leave Tasmania in the French Polar expedition's supply ship and eventually they will be airlifted 2,000 metres up on to the Antarctic plateau, which will be the base for a 500 kilometre journey by motorized sledge over the inland ice, stopping for experimentation purposes.

The expedition is being organized by the working party on human biology and medicine of the International Scientific Committee for Antarctic Research. It will return to Australia in February.

Co-op project on teaching of engineering

A co-operative project investigating the teaching of engineering has been set up between school, college and university, following the Finniston report which highlighted the strengths and weaknesses of engineering education.

The department of artificial intelligence at Edinburgh University has for some time been using computer technology to help understand, and to a certain extent simulate, human thinking and decision making.

One of its latest projects is to investigate engineering teaching at school level, backed by a £40,000 grant from the Social Science Research Council and the Scottish education department.

The project will start by examining the Scottish engineering science syllabuses at O grade and higher level to identify topics which pupils find hard to learn, and will go on to investigate the feasibility of using micro-computers to improve the teaching of these topics.

Edinburgh's research team will collaborate in the further education sector with the department of mechanical engineering at Bell College of Technology, Hamilton, and at school level with Airdrie Academy where the computers will be.

The project will also give students the opportunity to study simulated physical systems, since the computers can be programmed to model a situation. This amounts to giving the pupils a controllable world which can be manipulated by them.

Bell Chair left unfilled

The Bell Chair of Education at Dundee University, which was founded over a century ago, has been left empty by the university court following the retirement last month of Professor J. W. L. Adams.

Officially, the chair is simply being unfilled during the current period of financial austerity but in fact the university has decided to devote resources to the creation of a new chair of modern languages rather than to continuing with the Bell chair. As one member of the education department put it, the chair is not so much frozen as deep frozen. Meanwhile the education department is being headed by a lecturer, Mr Sam Magwoon.

Ironically, the demotion of the department comes at a time when it has a higher number of students than previously with the new M Phil course proving especially popular.

Early retirement for professor

Glasgow University court has accepted an application for early retirement from Professor David Corcoran, recently sentenced to 18 months imprisonment for attempted wilful fire raising. The court unanimously accepted the application on the grounds of ill health from Professor Corcoran, head of the psychology department, after consulting medical evidence, including psychiatric reports.

The professor, aged 47, will now qualify for a pension. At the court's last meeting a committee was set up before which Professor Corcoran was to have answered a charge of conduct incompatible with holding office at the university. This has now been disbanded.

Governments and the DES attacked in select committee's report on higher education. John O'Leary reports

No room for revolution

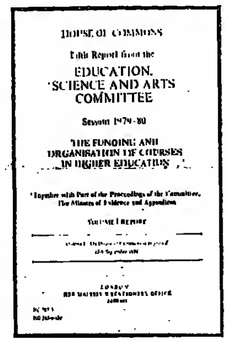
The presence of a majority of Conservative MPs on the Select Committee on Education ensured that the report on higher education published this week contains few revolutionary proposals.

But the 101-page document does not pull its punches in criticizing the policies of successive Governments as well as the performance of the Department of Education and Science. Neither has the committee produced the easy answers on the two topics suggested by Mr Mark Carlisle, Secretary of State for Education, at the start of the inquiry.

It has rejected the notion of "broad subject guidelines" which Mr Carlisle's letter said needed further examination and has called for an expansion of the higher education system, rather than dealing with the preservation of academic quality in a period of static or declining student numbers.

Indeed, it was only by the margin of one vote that the committee rejected the sweeping changes advocated in the minority report of Mr Stan Thorne and Mr Dafydd Thomas. The prospect of greater local control of higher education held attractions for at least one of the Tory members, while some passages of the minority report were eventually embraced by the whole committee.

This was possible partly because most of the committee members did not have entrenched views formulated in the course of regular involvement in educational politics. The result was not the completely fresh approach expected by some observers, but it did allow for the crossing of party lines on some key questions.


HOUSE OF COMMONS

Third Report from the

EDUCATION, SCIENCE AND ARTS COMMITTEE

Session 1979-80

THE FUNDING AND ORGANISATION OF COURSES IN HIGHER EDUCATION

Together with Part of the Proceedings of the Committee, The Minutes of Evidence and Appendices

VOLUME I REPORT

Fundamental changes, such as the introduction of direct course funding rather than the present institutional base, foundered on the usual sea of logistical difficulties. As a result, the report has a cautiously progressive air born of compromise.

Despite its generally critical tone towards the DES, the department will be pleased to see the recommendation for the establishment of a national body for colleges and polytechnics, which might now shad its "Oakes" label and become acceptable to ministers.

In other areas, however, there is less reason for optimism about the Government's response. It virtually ignored the Select Committee's recommendations on overseas students' fees and shows every sign of pursuing policies on manpower planning and the age participation rate regardless of proposals in the new report.

Mr Carlisle has publicly acknowledged the importance of select committees and of the higher education inquiry in particular. But the decision to fund Professor Maurice Kogan's research into the performance of higher education would seem to pre-empt the committee's recommendation to support the SRHE inquiry under Professor Gareth Williams.

The Government has already warned that it might not be able to maintain level funding and is unlikely to take on board new proposals which add to costs, despite its stated commitment to continuing education. Mr Carlisle has already told the committee that he is not concerned about the depressed state of the age participation rate.

The official response could take several months to emerge because of the wide range of topics covered in the report, but it will lead to a rare debate in the House of Commons on the state of higher education. In the meantime, it can be expected to provide a flurry of individual responses and to spark off a new debate on the shape of the system.

High time for a new tone

The Government should set a new tone for higher education with an up-to-date statement on the role of the various institutions and then embark on a programme to revamp parts of the system and encourage the participation of more students.

These are the recommendations of the core of the Select Committee's report on the funding and organization of courses in higher education. The report consists of 101 pages of analysis and proposals derived from evidence collected in the space of six months.

While not wishing to dismantle the main features of a system which the majority of the committee considered generally consistent with current needs, the report calls for provision which is "more accessible, flexible, accountable, and readier to undertake new unfamiliar roles." Relatively minor structural changes are envisaged but a new, more adventurous approach is advocated both for Government and for the institutions themselves.

The MPs place the improvement of the Age Participation Rate among their highest priorities and do not disguise their disappointment at the attitude of Mr Mark Carlisle, Secretary of State for Education, to the slump in the number of school leavers opting for higher education.

He told them: "The participation rate as such does not concern me because, coming back to an earlier question about market forces, it appears that at the time of expansion of provision the participation rate has remained about the same, which appears to mean that it is about the level at which one would expect it to be unless it was artificially blown or boosted."

The report says this comment reveals a need for better understanding of the nature of the origin of Britain's long-term problems of skilled manpower and calls instead for "positive steps to be taken to improve the age participation rate, particularly in those regions where it is low". It adds: "We should not be satisfied until our participation rate has increased at least to that of our major industrial competitors."

Although the precise measures entailed in bringing about such an improvement are not clear, the concept of level funding for higher education is singled out as a major criticism. The committee recommends that the formula used for determining funding levels should be related to actual student numbers.

One proposed policy change which receives uncompromising opposition is the Department of Education and Science's recommendation that student numbers be subject to a "broad steer" to introduce an element of manpower planning into higher education. The architect of the plan, the recently retired DES Deputy Secretary Mr Alan Thompson, outlined the implications to the committee but found little support.

He justified central direction of the subject balance and the rationalisation of courses with the belief that "it would be insufficient to leave the shape, the balance, the profile of the system to emerge from the individual perceptions of institutions". But, says the report, not a single witness agreed that the DES could give such direction satisfactorily.

It is pointed out that Department of Industry figures illustrating the swing towards arts subjects showed the trend to be most marked in the public sector, which the DES coordinates. The MPs say: "Thus the DES seems not to have been effective either in co-ordinating the public sector or in ensuring that the two sectors did not develop in isolation from each other. Yet these are precisely the functions which the DES is implying is must exercise in the much more difficult period of the 1980s."

"Faced with such evidence and in the light of such a record we cannot possibly recommend the role and powers the DES are suggesting."

While the committee is keen to encourage more manpower studies as part of an improved and more up-to-date statistical base allowing a better flow of information both to policy makers and prospective students, it does not believe that perceived manpower needs could provide guiding principles to shape the higher education system. Only in the postgraduate field does it see such an exercise as practicable and desirable.

Rather than providing more constraints, the MPs see higher education's needs best served by the relaxation of existing controls. There was strong evidence that employers were much interested in graduates' personal qualities and intellectual capability than their degree subjects and that sixth formers already reacted to market indicators in their choice of degree programmes.

"We conclude that, given strict cash limits, improved careers information about the employment market and limited intervention where necessary, student preference informed by good intelligence regarding the employment market should be the main determinant of course provision," the report states.

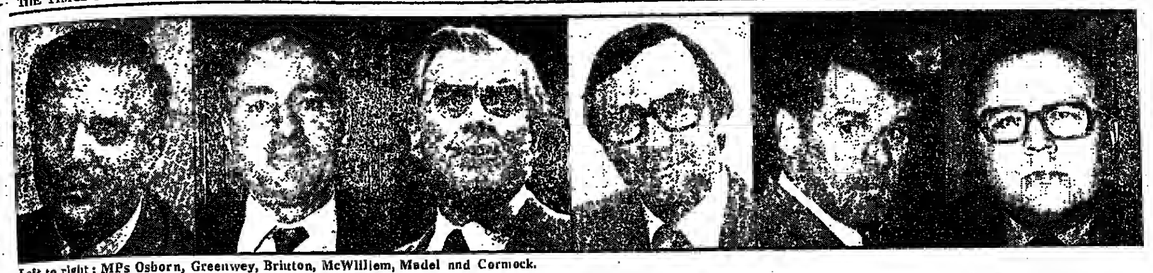
It cannot be right that courses in colleges and polytechnics can take up to four times as long to gain approval than those in the universities, the report says. The present approvals system is criticized as a purely negative pressure and the committee comes down in favour of abolishing the RACs, withdrawing responsibility for higher education from the Regional Staff Inspectors and restricting the role of HMIs to non-advanced further education.

The committee accepts that the Secretary of State is likely to insist on keeping powers over course approval and actually urges the DES to accept the need for greater intervention. But the overall drift is towards more institutional autonomy in the public sector with cheaper colleges and polytechnics to respond to demands as quickly as universities.

On an immediate note MPs express concern about the DES circular 1/80 which warned of stricter application of guidelines for course approvals and restricted new initiatives to vocational fields. The report calls for the circular to be recast in less rigid terms and for a future system to give maximum discretion to the institutions themselves.

It recognizes the considerable financial implications of a major expansion of provision for continuing education and says: "It is inoperative that colleges, polytechnics and universities be encouraged to develop in the field of continuing education, broadly defined, and that resources be made available to support this, but we recommend that the allocation of such resources be made dependent on clear evidence of appropriate local co-operation between institutions and of the relevance of such courses to local or national needs."

The MPs suggest that the Government's reply to their report might take the form of a White Paper updating the view of the higher education system given by the late Mr Anthony Crosland at Woolwich in 1965. The time is ripe for a new statement to enable the various institutions to clarify their future roles, the report says.



Left to right: MPs Osborn, Greenway, Brinton, McWilliam, Madel and Cormack.

Cause for alarm in the unions

A number of the committee's recommendations will set alarm bells ringing for the teachers' and students' unions.

Not least of these is the proposal that the Government should examine the concept of tenure in higher education and introduce "fair redundancy schemes". A smaller proportion of future academic appointments should carry tenure, the MPs say.

"While we believe 'tenure' is an essential basion of academic freedom, we do not believe it should be allowed, as it sometimes does, to act as a barrier to the natural development of new courses and the unnecessary preservation of redundant ones," the report says.

The committee also wants Mr Carlisle to investigate the possibility of transferring unwanted teachers of mathematics from higher education to the schools, as well as making use of the limited scope for retraining academic staff.

Its other suggestion for solving the problem of shortage subjects in the schools is certain to prove more controversial. It is to make an exception to the general rule that students and teachers should receive the same amounts regardless of subject, and to pay higher grants and enhanced salaries in the shortage areas. The inducement would carry a requirement that recipients should make a pledge to take up or continue in relevant employment.

Also on the question of student support, the committee calls for a review of the designation of courses qualifying for mandatory grants in the light of manpower needs.

The committee does not rule out the introduction of student loans but urges the DES group examining their feasibility to extend its terms of reference to include consideration of ways of ensuring equitable treatment for graduates who will low income.

Having already produced arrsport on overseas students' fees, the MPs give the topic only passing reference, urging the Government to grant exemption similar to that for EEC students to those from British dependent territories, Greece and countries with an association agreement with the Community.

Christopher Price: up-to-date statement needed.

Conference date at the Festival Hall

The select committee's recommendations are to be the subject of a special conference in December, at which participants from all parts of the higher education system will have an opportunity to discuss the report.

The conference, called the Funding and Organization of Higher Education Courses, is to take place on Friday December 5 at the Royal Festival Hall in London. It is being organized by the North East London Polytechnic and the University of Warwick in association with *The THES*.

Speakers will include Lord Robbins; Mr Christopher Price, MP and Mr Patrick Cormack, MP; Dr George Brosan, director of NELP; Mr Jack Butterworth, vice-chancellor of Warwick; Mr John Barker of the principals' Standing Conference; Mr Geoffrey Caston of the Committee of Vice-Chancellors; the Reverend George Tolley, director of Sheffield Polytechnic, and Mr Peter Newsam, education officer of the Inner London Education Authority.

Application forms are available from the Secretariat, NELP International Office, North East London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2AS.

Support as expected for public sector body

Perhaps the most eagerly awaited section of the Select Committee's report is that dealing with national planning of higher education and the related question of the binary system.

As expected, the report comes down firmly in favour of a national body to coordinate and administer the public sector institutions. The MPs admit that their proposal for a Committee for Colleges and Polytechnics (CCP) is a half-way house, stopping short of the call for a funding body along the lines of the University Grants Committee, or indeed of a body with responsibility for both sides of the binary line.

The CCP would give advice and make recommendations about the finance, administration and planning of institutions in the maintained sector of advanced further education. It would take responsibility for the voluntary colleges as well as those institutions in the care of local authorities, but further discussions would be necessary to settle the details of the funding of voluntary colleges.

The report envisages substantial local authority representation on the CCP, which would be smaller than proposed by the Oakes Committee and appointed on an individual basis by the Secretary of State. The committee deliberately refrains from detailing the functions of the new body but makes clear that local authorities would retain their funding role.

Once the CCP has been established, the MPs believe, cooperation across the binary line would flow naturally, the first step being cross-representation by the chairman of the new body and the UGC on each other's committees. They are also recommended to set up a joint secretariat independent of the DES to examine issues of common interest, such as rationalisation of courses.

In the longer term, the committee expects the machinery to develop in such a way that it might be possible for some institutions to change their source of funding. Those universities which are unable to attract research funds and come to resemble polytechnics or liberal arts colleges, for example, might transfer to the CCP.

Both the UGC and the CCP could be more subject to the Public Bodies (Admission to Meetings) Act as part of an effort to promote more openness in higher education. To the same end, all colleges, polytechnics and universities would be expected to submit statements on existing provision and future objectives to the relevant national body. Once approved, such statements would be published and then used as touchstones against which proposals for new developments would be considered.

The committee says it has no wish to dilute the DES's overall responsibility for the system nor remove its power to take initiatives. It suggests that the department's new role would be to inform the UGC and the CCP of the Government's priorities and views, provide adequate and timely statistics and intervene with special measures such as making pump-priming grants.

However, for the moment, the institutional changes recommended are limited. Polytechnics should remain tied to local authorities, though with corporate status and subject to clear and detailed guidelines on the financial and administrative relationships between institutions, local authorities and the DES.

The UGC would be left virtually untouched, though with an increased lay membership to include more representatives of local authorities and both sides of industry. The problems of dual funding for research at a time of financial austerity is left to the joint UGC/Research Councils working party, but with a clear hint that they should move towards a policy of promoting centres of excellence.

Alternative report favours decentralization

The radical alternative to the official report of Mr Christopher Price, the committee's chairman, set out a blueprint for the decentralization of power in higher education, leaving local authorities with the responsibility for planning the entire system and abolishing the University Grants Committee.

Mr Stan Thorne and Mr Dafydd Thomas submitted a complete report, rather than a set of amendments, with the aim of presenting a picture of a substantially different system. Their report refrains from making political capital but its 41 recommendations inevitably include a large number which would conflict directly with Government policies.

All higher education, including that in the universities, would be funded through a single pool, the size of which would become a matter for the Consultative Council for Local Government Finance. The UGC would be "gradually phased out".

The Council of Local Education Authorities would become the advisory body for all higher education, thus removing the need for any new national body along the lines proposed in the main report. The National Advisory Council, which would take responsibility for further education and the universities as well as public sector higher education, would advise CLEA.

Local authorities would have equal influence over all institutions but universities, polytechnics and some 40 colleges would be granted independence from LEA control. They would be given corporate status similar to that existing in the Inner London polytechnics.

Dafydd Thomas (left) and Stan Thorne: a substantially different picture.

As a further means of breaking down the barriers of the binary system, the Universities Central Council for Admissions would also be abolished. The Research Councils would take over sole responsibility for research funding, allocating money directly to departments, rather than to institutions.

Tuition fees are dismissed as wasteful recycling to be replaced by a national fee element borne by LEAs and the distinction between advanced and non-advanced further education would also disappear in time.

In order to encourage continuing education, "brokers" would be appointed to give advice on provision in their area, teachers would be required to do part of their work in the evenings and at weekends, there would be a re-examination of the formulae for funding part-time courses and the DES would try to encourage more part-time and mature students on the basis of reducing full-time provision if institutions do not respond.

"Our desired Utopia is one in which capacity will match student preference, there will be no rationing, no selection from a surplus of suitable qualified candidates. If and when this nation can afford to provide sufficient capacity, then the selection process will be conducted not by the colleges, but by the students," the minority report says.

For the moment, however, the course approval system would be revised with new criteria and more speedy operation, and extended to include the universities. The established enrolment criteria would be the only bar to the provision of advanced courses. Institutions would be required to inform the RAC of any courses failing to meet recruitment targets and would normally be penalized for these.

The report advocates a thorough rethink of the grants system and, like the official version, does not rule out the introduction of an element of loans. The DES is urged to give special consideration to the question of discretionary awards and to issue new guidance to secure more generous and uniform distribution of them by local authorities.

Student residences should be allocated with priority given to students from homes where study is difficult. The redefinition of designated courses could assist here in distributing places according to need.

The minority document places great emphasis on the advantages to be reaped from the use of new educational technology and improved learning methods. It recommends that students be trained in speed reading and comprehension, note-taking, memory and the use of library resources, while merit fellowships are provided for staff training and development.

Overseas News

France cuts education's share

from Guy Neeve PARIS

For the fourth year running growth in France's higher education budget will compare unfavourably with the rest of government spending. The budget for 1981 due to be discussed in mid-November by the Chamber of Deputies will be come £179,350,000, 14.8 per cent up oo last year. Estimates on the increase in overall government expenditure ere of around 16.4 per cent.

The higher education budget will set aside some two per cont of supplementory estimates for the creation of new posts. Nevertheless the putlook for those seeking arademe posts will be far worse thon last yaar. In 1976 at the beginning of the squeeze the ministry of higher eduction mode 1,037 new appointments; this year there will only be 331.

Most of tbese will ba in the priority areas of rosearcb or the documentation services of bigher education. Significantly thia year's estimates provide for no new posts either for teachers administrators of technicien staff. Even the replacement of those retiring is insufficient to keep numbers up.

Thle policy falls partly in line with the zero growth in eudent numbers, but it is nevertheless a departure from the promise made last year by the minister of higher education, Mme Alice Saunier-Seité, to introduce in the nesr future a long-term development plan for the recruitment of arademica. Particularly worrying is the prospect of an ageing teaching body though some margin of manoeuvre has been kept by the recent cuts in graduote studlee announced this eummer.

The reducrinn in the number of graduate seminars will, the ministry hopea, allow posts to be ahifted between univereities when the need arisos. It will also allow for some promotion with the money saved from the courses thet heve been abolished for those with tenured positions.

Otber major chsnges in government policy are also reflected in the budget. For the first time the Bill contains separate estimaeo for higher education on the one hend and research expenditure on tbe other. The government's intontion to expond research capacity is reflected in the 20 per cent hike in capital and equipment grants. Most of the new posts—241 researchers and a further 41 engineera end techniciane—are to go through the National Centre for Scientifle Reearcb, Fronce's major research agency.

Nor is student welfare exempt from the ruts. Accnrding to ons student spokesmen the purchasing power of student grants will not increase in the roming year. It is the first time this hes happened since 1970.

Academic gloom over Fraser government's re-election

from Geoff Meslen

Three yeare of more of the same, was the gloomy response of ecademics to the reelection of Australia's Fraser Government.

Although the Government's majority was halved, the result still reflects a consideroble victory for the country's conservative parties. "The fact that higher education was almost a non-issue in the polls foreabedows a tough time for advancod education in the next three years", said the general secretary of the Federotion of Collage Staff Asociations, Mr Rose Homes. College aedemics feel particulorly put out since the only offer of extra support for higher education in the primc minister's policy epoech was directod to universities.

That was a commitment of A$16m towards the establishment of research centres of excellence between 1981 and 1984. "The Liberals have picked out university education for so injection of funds but have oafd nothing obout the development of the college sector", en aggrieved Mr Homes eeid.

On the other hand the Federation of Australiao University Staff Asociations came out publicly with the cheerful hope that the reelected Goveroment would have a mura positive attitude to univeroitias then it had showed for the past three yeero.

Referring to the promise to tund lhc research centres the presidont of tbc federotion, Dr Peter Dervall, said: "We soe our long campoign to focus the attention of the Government on tbe need for greoter resboroas for university research bearing its first fruit.

"We hlevc o mognificent netional system of universitice which have been beeelged for five yeere by Indiscriminete cost cutting. There is now a good chance that the tension between the Government and unirerelties will be dispelled by a rommon enthuloism to develop the universeties' reservoirs of talent and expertise."

Mr Froser : mejority helved.

He called on the Government to provide a portion of the subsidlas it givas to Industrisl research end development to eupport students and help them gain skills in the national interest".

Dr Darvall pointed out that postgraduate rcesarch awards hove fellen in real value by 38 per cent since 1974 end mony of Austrolle's best honours graduetes can no longer afford to continue their researcbes.

Whot has been missing in higher education, as Dr Darvall also expleined, was e comprehensive policy which spelled out clearly the Government's lutentlonis and its aims for that sector. The minister for education to the formar government, Mr Wal Fife, did not take up that isoue before the election.

Appointment of new v-c vetoed

from James Hutchinson BONN

For the first time in West Germany a state minister of education has vetoed the election of a university vice-chancellor. This has caused a major row in the state of Hessa and, since such elections ore frequently controvereial in Germany, the minister's action mey have created a precedent for similar developments in other *Länder*.

Last July the Univarsity of Kossel eleeted a 32-year-old Austrien, Herr Michael Daxner, oe president, to succeed Herr Ernst Ulrich von Weizaäcker. Herr Daxnar, who decribes himself ae o societiet and hao e reputetion for intellectual brilliance, wae to teke over as head of the university in October.

Two days before tha succeesion, the social-democrot minister of edurotion, Herr Hans Krollmann, exercised his right to turn Herr Daxner down. The minister decided that certain public statements made by Herr Daxner reised well-founded doubts whether he would eupport the goel of the state government to adapt the standard of Kassel Univerelty to thet of e "conventional" centra of higher education.

Kaseel, now about 10 yearo old and with aome 7,000 etudents, is Hesse's only comprehensive university (*Gesamthochschule*). This is an integration of e conventionel university and a polytechnic—a hybrid which le apt to be criticised by conservatieo os en example of acodamic leftish meddling.

Tha rejection of Herr Daxner has e strong political background. The Prime Minister of Hesse, Herr Holger Börner (a social democrat) wents to build, comewhere in the north of the state, a plant for reprocessing spent nuclear fuel elements. Herr Daxner, a determined opponent of nuclear energy, has announced tbet under his leadership Kassel University would do all in its power to fight tha "atomic programme".

The main teacher's union end the public services' unioo heve protested against thc education minister's veto, and it seems likely that the case will now be taken to the courts. As it is, the iolone see a way to foil the minister. They are proposing that the university elect a vice-president—to carry out the President's duties. The law does not provide for a minister to veto the election of a vice-president.

Binational degree proposed

Italy has taken tha first step towords a bilateral university course volid both at home and abroad. An accord between the Italian univeroity of Turin and the French university at Chambery for language courses valid in both countries is expected to serve as a pilot scheme for other "binational" degrees.

Under the egreement a joint curriculum is to be elaborated with students studying alternatively in France end Italy.

The agreement (part of o cultural accord between France and Italy) is to boosa language courses in both countries following stotistics which showed, according to Italy's foreign ministry, that two million Italians were studying French ont only 110,000 French studied Italiao.

And Italian authorities were alarmed when French education reformists recently projected the reduction of foreign laoguage chaires, a decision they feared would virtually phose out teaching of Italien at secondary and tertiery levals.

Students form new union after final split

The split in Israel's national union of students has become final with the representatives of three rival secondary student unions and of the Rubin Academy of Music deciding to establish a new national union.

The split in the union followed the election of ultra-right wing Yoel Hareqeli, son of Tehiya party manager Geula Cohen, as chairman of the NUS. The representatives of the student union of Haifa University, the Technion, Bar-Ilan University, the Negev's Ben Gurion University, the Weizmann Institute and the Rubin Academy charged that Hareqeli was attempting to politicize the NUS and to further his private political ambitions. "We want the NUS to be concerned about students affairs not national politics," said a Weizmann institute union representative.

Representatives of the seceding unions decided to set up a new national union called the Israeli Students Organisation with all the institutions of a fully fledged national students union.

Aryeh Bavelon, the prospective head of the new union from Haifa University, said the secession would "solem".

The NUS now represents only the student unions of the Hebrew University, Tel Aviv University and the Wingate Institute for physical education.

The student unions of Bar Ilan University, the Technion, the Weizmann Institute and Bar-Ilan University have traditionally been "apolitical", and have always resented the domination of the NUS by the "political" unions of the two large universities of Tel Aviv and Jerusalem.

A special correspondent reports from Johannesburg on how one white university in South Africa is trying to lose its traditional image

Witwatersrand aims to help society

On October 21 the eenate of the University of the Witwatersrand approved e 327-page academic plan, whose preparation had been a three-yeer team effort lct by one of the deputy vice-chancellors, Profesaor Frank Nabarro.

In the eccompanying "outline of the ocademic plan", Professor Nabarro, whilo recognizing the very subetantial achievements of Wita in the fields of research and teoching, polnte to the need for new developments related to the most urgent problems of the university's context.

"We shell serve ooclety bsat by doing thoee thinge thet we, and we alone, are equipped to do best. What our three years of heart-searching have ehown is that we are not doing these things as well ae we cen in the setting of contemporory Snuth Africa.

"We are not educating our etudents to be fully aware of the soeial and aconomic problemo which surround them: we are not doing enough to equip oble etudento who come from the disadvantaged sectors of the South African educational system to overcome their early educational disadventages so that they can benefit fully from their studies at Wito. We are not concentrating enough of om research on the problems of nur immediate surroundings.

"Although Wits ahs frecly admitted students of oll races and cleesea, and has vigorously reslated restrictlone which heve boon imposed on this freedom, we hovo historically served predominantly the whltc middle-cless community of the Witwatarerand.

"We muet maintein nud develop our pure scholarship and rlgurous advanced teaching, while using tho intellectual etrength thht thio provides to plon, to oducata skilliod staff for, and to promote the success of activities which will devolop in all surrounding communitles.

"We muet oontinue to lend in liver traneplontation while developing skille in combeting rurel malnutrition. We must dcaign solar cookingstoves for areas far from supplies of other forms of cnergy while continuing to observe the quantisation pf megnetic flux in superconductors. We must bacome experts in teaching the uee of English ae e second language while continuing to dicuss the chift from an idealietic to en eclectic epproach to culture."

Wite has in fact olready moved significantly in the directlone in which further developmento are appropriately oelled for. A good deal of its medical research, for ocstance, has been into health problems ssociated with deprivation, and the primary health care education centre provides for the multidisciplionry traloing of personnel involved in the improvement of family and community health among disadvantaged people.

Somo other types of roesarch moke their contributione by throwing light upon the way in which the overall Southern African politoeconomik eyatem operates. Current action research at Wits includes a school of English language rcsearch project, which is proposing new teaching materials for black schoole; a science education project which tries out science teaching methods and materials in black schools (and helps black teachers to use the materials), an adult literacy project designed to eventually make contribution to the development of teaching materials and the training of personnel, and the project applied legal studies, which pays trates on laws affecting the community aod on civil rights issues.

It also includes the undergraduate rsdot scheme, among whose objectives are the development and experimentation of materials and methods for bridging courses enable for university entrance for disadvantaged educational backgrounds. The Anglo-American corporation, which is financing the scheme, is concerned to increase the number of blacks in the postgraduate staff from which its managere are drawn.

At preseot 90 per cent of the studento at Wito are white. The uoiversity has repeatedly indicated that it should be allowed to admit qualified entrents of all races.

In the hope that the government will ebolish or relax current restrictions on the admission of blacks to the mointream universities, Wito currently developing a prospectus of bridging courses which (at faculties) will be taken concurrently with a reduced load of degree courses in the first year of study, thus postponing other degree courses eo ad so prolonging the period of study.

Until now of course, Inadequately prepared entrants have commenced to repeet e year of study, taking coursos willl be for students enced thom. The expectation is ultimetely most but not all clients will be blacks.

Studelts whoss mother tongue not English are also supported e spoclel tutorial service, through which a student may obtain services of a personal (non-academic) tutor, or be referred to subject longuogo tutors.

The university's annual preparatory school (five weeks in January and February) includes a course in English for entrants whnm this le not the ceiee tongue, and in the same period is offering will for students "augmenting" pogo of bridging courses designed particularly for the educationally disadvontaged.

At graduate leve) there is a continue bridging programme for selected graduates who need to be in linguistic end quantitative skills. In rsal terms this le 60 per cent of the 1965 level.

Officials of the United States International Communications Agency, which administers the exchange programme, government budget, ususegers, academics and foreign directors, oo national commissions in participeting countries met hero to review the 34-year-old programme originally sponsored by Senator J William Fulbright.

The Fulbright programme has been a major vehicle for exchange of students, professors and researchers between the United States and the rest of the world, including the Communist countries of Eastern Europe ood China. The purpose of the exchange, according to the original Fulbright Act, is to promote "mutual understanding".

Since 1946 it has sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers and scholars to the United States under grants financed by the United States and, in some cases, foreign governments.

At West Germany, for instance, where the largest number of American students are sent under the programme, 75 per cent of the cost is paid by the local government.

But the Fulbright programme, originally financed by the sale of surplus war property abroad after the last war, has been given no real increase in funds eince 1968, when congreeional appropriations became thio fluencing baee. In the past 10 years 30 countries have been added to the exchange programme, according to International Communication Agency figures.

Roce Hayden, chief of tbe communication ogency office deoling with educational and cultural-exchange policy, said the Soviet Union, Weot Germany and France spent a much largar ehere of their budgets on educational exchonga than the Uoltod Stateo.

John Lanczowski, a lecturer on Soviet affairs at the University of Maryland, eeid: "Procter and Gamble spends more money on its annual advertising for soap than the budget last yaer for the United Stetos International Communication Agency." The agency's budget le $440m.

The meeting eet up o task force to study how the available funds should beat be used, with tho main issue baing concentratioo in selected countries rather than dispersion in many countries.

The confaree agreed in informal discussion that the exchange programme would not return to the level of financing it enjoyed in the mid-1960s unless the White Houee assigned it e higher priority in the budget.

A tendency toward greater sharing of costs by countries sucb ao Turkey, Brazil and Nigeria, os well as Western Europe, has raised the foreign level from US$1.5m to US$8m in the past 10 years.

New York Times News Service.

North American News

Academe stuck for its choice

by Clive Cookson

WASHINGTON

One of the firmest elements of a journalist's training is to avoid a negative introduction to a news story. But it is impossible to begin a report about higher education and the 1980 presidential election in a positive vein.

The reaction of students, faculty and campue administrators to the candidates is almost universally unenthusiastic. Higher educotioo dislikes Ronold Reagso and his similistic ideas but is depressed by the prospect of four more years of Jimmy Cacter.

There are educational issues in the campaign. Indeed Albert Shanker, president of the American Federation of Teachers, goes so far as to claim that educatiou is a major election issue this year, for the first time ever. But he is speaking of elementary and secondary education. The Republican Party platform, on which Mr Reagan is campaigning, favours tax credits for parents who send their children to private schools. "The effect would be the destruction of public education as it has existed in this country for 200 years", claimed the hyperbolic Mr Shanker.

In the course of his campaign Mr Reagan has made several other statements that frighten the people who work in public primary and secondary schools. He has said that school prayers, outlawed by the supreme court in 1963, should be restored; that teaching of Darwinian evolution should be balanced by giving equal time to biblical creationism; and so on. But he has not made such direct threats to what has been called the "Liberal Consensue" in higher education.

Admittedly Mr Reagan has promised to abolish the federal Education Department (ED), which administers college and university programmes too. But thet leaves most people in higher education unmoved. They were neutral about ED's creation by President Carter and they would not fight to save it from Mr Reagan.

In the absence of issues that directly affect colleges and universities, academe judges the candidates on the main issues, such as "War and Peace," like any other segment of American society. No one has yet an optimist point of academe so far this year, but past surveys have shown them to be on the left or liberal side of the American political spartrum, and predominantly Democratic voters.

Ronald Reagan : Simplistic Ideas

Irving Spitzberg, the general secretary of the American Association of University Professors (AAUP), who has been touring campuses during the campaign, says 1980 will be no exception. "For most faculty members the choice will be between Carter and (independent candidate) John Anderson", he said. "How many actually vote for Anderson will depend on whether they think Reagan has a good chance of winning."

Students, too, are generally Democratic if anything though their leaders say that only a small proportion is enthusiastic about President Carter this year. Most are apathetic and, to judge from a recent poll of 2,000 private college students in New York, uncommitted. Porty-two per cent of the sample said they could not decide between the candidates, while 28 per cent would vote for President Carter, 24 per cent for Mr Reagan and 19 per cent for Mr Andarson.

During the primary campaign early this year, Senator Edward Kennedy picked up quite a lot of active student support. After he lost the Democratic nomination to President Carter, some of his student supporters move over to Mr Anderson; the liberal Republican who is running an independent campaign.

Last month Mr Anderson was still attracting large and enthusiastic student crowds on his campus appearances, but recent evidence suggests that some of his college support has slipped to Mr Carter as a result of s Democratic publicity campaign urging students not to be "fooled by Anderson's claim to be a progressive voice", and warning them: "You can vote for Ronald Reagan two ways: vote for Reagan directly or vote for John Anderson."

Only once during the campaign has Mr Reagan faced a proper old-fashioned student demonstration ngninst him. That was in California, the state he governed from 1967 to 1974. When Mr Reagan delivered o speech at the Claremont Collegas neer smog-choked Los Angeles, about the dangers of federal interferenre in aducetion, he was consistently interrupted by thanting banner-waving students.

But the demonstrators were not objecting to Mr Reagon's denunciation of the Education Department. Their main targets were his stands on women's rights, nuclear weapons and environmental pollution (typified by statements that pollution has been "substantially controlled" and most air pollution is caused naturally by trees and, thie year, Mount St Halens).

Visiting Californian Universities last summer, however, I found almost no one—student, academic or administrator — who nursed strong grievances about the way Mr Reagen treatod higher education os governor. His famous confrontations with students and administrators occurred in his first term and Mr Reagan's attitude to public higher education during lds seeood term is bast dubbed ss benign neglect.

Mr Reagan's closest associates in the academic world ere to be found at California's two leading private universities, the University of Southern California and Stanford University (particularly its conservative "think tank", the Hoover Institution). So it was no surprise last week when he appointed an "education policy task force" chaired by Glenn Campbell, director of the Hoover Institution. Other members included Thomas Sowell, a senior fellow at the Hoover Institution, and James Zumberga, president of the University of Southern California.

The 14-member task force, which is drawn mainly from higher education, is supposed to advise Mr Reagan what legislative and executive actione he should address if he wins on November 4. To judge from the members' public comments before the first meeting this week, the panel may concentrate on advice to reduce federal regulation of schoole and colleges, and not recommend big cuts in spending.

Tax cutting proposals threaten colleges' future

by our North American editor

For public colloges and universities in seven states, the question of most immediate concern on November 4 will not be, who has been elected to the presidency and other public offices, but have the voters approved sharp euts in local property taxes and therefore in our revenues?

Tax cutting initiatives, modelled on California's successful Proposition 13 two years ago, have qualified for the ballot in Michigan, Massarhusetts, Arizona, Nevado, Oregon, South Dakota and Utah. And despite promature claims that the American anti-tax fever had abated, opinion polls indicate that several of these proposals are likely to pass.

The initiotivee would slash the rates of local property taxes, "which provide the main source of funds for elementary and secondary schools and servicee like libraries and fire polices, but not directly for higher educstion". However, the atots would thon bo required to ball out the local authorities with its general funds; and all state services, and particularly "nonessential" ones like colleges and universities, would then suffer budget cuts.

The worst predictione of disaetar after Proposition 13 turned out to be unjustified, because the government of California hed a huge surplus (pnt retrospectively at US$6 billion) with which to make up the lost property tax revenue. But none of the seven states with initiatives this year is in such a comfortable position.

The initiative with the most devastating potential is Michigan's Proposol D, also known as the Tisch Amendment (after its sponsor). Its provisions include a 50 per rent cut in property taxes, and a requirement for the state to reimburse local governments for their lost income without increasing other taxes.

Because much government expenditure is either mandoted by the Michigan Constitution (transport, pensions, interest payments on state bonds) or regarded as an essential service (police, prisons, public health), the cuts in less essential areas, including higher education, would havo to be swingeing indeed.

To make things even worse, Michigan ie in a severe economic recession, with tho highest unemployment rate in the United States, and the state government is already in deficit.

The State Department of Menagement and Budget says that if Proposel D passes it will recommend the legislature to elach funding of colleges and universities by 71 per cent next year, from US$650m to US$200m. That would eliminate funding for 140,000 out of 203,000 students. In institutional terms, 10 of the 13 state colleges end universities would probably hove to close down, and the remaining three—the University of Michigan, Michigan State University and Wayne State University—would have to reduce their operating levels by half.

Such on outcome would be far more destructive than the direst predictions heard in California before the passage of Proposition 13, and it is hard to imagine thet one of the country's great oyatems of higher education could really be shut down. "That's ono of the troubles for people campaigning against it", eald a spokesmen at Michigan State University. "The general reaction is thot it couldn't really bo as bod as that, but in fact there appears to bc no other possibility if Proposal D passes."

With reeent public opinion polls indicating thet the Tisch Amendment etands a fair chance of passing, staff, faculty and studeut groupe from the state collegas end universeities hove belatedly organized a etrong campaign against it. The national higher educeion associations, based in Washington, only reeeently became aware of the threat, and their leadere heve released a joint statement urging members to work vigorouely against the proposal.

"If Tiseh passes, there's going to be a worse disaster than any state has ever experienced before", said Irving Spitzberg, genorol secretary of the American Assoriotion of University Profeesors, who organized the netional statement. He found out about the danger only because it happened by chance to be visiting Michigan earlier this month. The lesson, according to Dr Spitzberg, "is that we're going to have to put together a better early warning system, to let us know in good time about threots like tbis".

Fulbright exchange programme 'spread too thinly' among world

by Juan de Onis

The United States government programme for International educational exchange, the Fulbright programme, has not been getting enough American funding for expansion in recent years, officials concerned with its administration said here last week.

The programme was described as spread too thinly among 120 countries. In fiscal 1980 the United States and other countries provided US$41.2m. In real terms this is 60 per cent of the 1965 level.

Officials of the United States International Communications Agency, which administers the exchange programme, government budget, academics and foreign directors, oo national commissions in participeting countries met hero to review the 34-year-old programme originally sponsored by Senator J William Fulbright.

The Fulbright programme has been a major vehicle for exchange of students, professors and researchers between the United States and the rest of the world, including the Communist countries of Eastern Europe ood China. The purpose of the exchange, according to the original Fulbright Act, is to promote "mutual understanding".

Since 1946 it has sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers and scholars to the United States under grants financed by the United States and, in some cases, foreign governments.

At West Germany, for instance, where the largest number of American students are sent under the programme, 75 per cent of the cost is paid by the local government.

But the Fulbright programme, originally financed by the sale of surplus war property abroad after the last war, has been given no real increase in funds eince 1968, when congreeional appropriations became thio fluencing baee. In the past 10 years 30 countries have been added to the exchange programme, according to International Communication Agency figures.

Roce Hayden, chief of tbe communication ogency office deoling with educational and cultural-exchange policy, said the Soviet Union, Weot Germany and France spent a much largar ehere of their budgets on educational exchonga than the Uoltod Stateo.

John Lanczowski, a lecturer on Soviet affairs at the University of Maryland, eeid: "Procter and Gamble spends more money on its annual advertising for soap than the budget last yaer for the United States International Communication Agency." The agency's budget le $440m.

The meeting eet up o task force to study how the available funds should beat be used, with tho main issue baing concentratioo in selected countries rather than dispersion in many countries.

The confaree agreed in informal discussion that the exchange programme would not return to the level of financing it enjoyed in the mid-1960s unless the White Houee assigned it e higher priority in the budget.

A tendency toward greater sharing of costs by countries sucb ao Turkey, Brazil and Nigeria, os well as Western Europe, has raised the foreign level from US$1.5m to US$8m in the past 10 years.

New York Times News Service.

Engineering gets Carter's promise

Colleges and universities can look forward to more government support for their engineering and computing departments, if President Carter wine a second term.

The White House has released a report prepared for the president by the Education Department and the National Scisnce Foundation (NSF), about the state of science and engineering education in the United States. Noting the severe shortage of university teachere of engineering and computing, the 230-page report calls for federal action to make academic careers in these fields more attractive.

The document has a brief forward in which the presideot's science adviser, Frank Press, says that the White House will find ways to strengthen the education of professional eclentists and engineers, for inclusion in the 1982 federal budget. Dr Press mentione faculty shortages and equipment obsolescence as problems for special ottention, though he does not say which new programmes recommended to the report will be funded. A spokeeman eald that had not yet been decided.

However, the report does not have as groot a sense of urgency as representatives of the engineering schools had hoped. Education Secretary Shirley Hufstedlar and acting NSF director Donald Langenberg do not endorse the more alarmist stories that have been circulating about the collapse of science and engineering education in the United States and the superiority of the Soviet Union ond Japan in these fields.

The report is divided into two saparate parts, one dealing with "science end technology education for all Americans" and the other with education for professional engineers and scientieto.

The first, which concentrates on the decline of science in American secondary schools since the post-Sputnik boom 20 yeero ego, makee tho more depressing reading. It talks of "the current treod toward virtual scientific and technological illiteracy" which "means that important national decisions involving oclence and technology will be made increasingly on the basis of ignoranco and misunderstanding".

The eecond section reeches the optimlatic conclusion that the present shortage of trained engineering manpower ie only short-term. NSF and ED staff analyeed several economieric projections, "which indicete thot, with e few exceptions, there should be adequete numbers of engineers and eclentists at all degrce levels to fill available poetlone in 1990—provided we aosume that the nation does nothing different to the future in the woye it trains end makes use of engineers and eclentists to address nationel problems".

However the report oaye the United States should not wait for market forces to relieve ite short-term shortage of trained personnel because "the inuovative capacity of American industry will be severely hampered in the interim."

It recommends government support for colleges and universities to develop new one and two-year programmes for undergraduates who went to shift to shortage subjects. Also, federal agencies should cooperate with industry to offer postgraduate industrial eraineeships in selected fields where there are insufficient people with advenced degracs.

There are eeveral proposals to strengthen cngineering and computing education end alleviate faculty shortages. For example, it proposes more financiel help for engineering and computer science departmente to buy research end instructional equipmaot, and more fellowellpe end rcsearch grants for PhD candidates who plan to go into university teaching.

Although moet complaints about inadequate equipment has focused on research fecilities, the report points out that there is also a severe shortage of up-to-date computer-assisted equipment for undergraduete instruction. "Consequently, a good deal of the instruction being offered may in fact be obsolete."

Donald Marlow, executive director of the American Society for Engineering Education, believes Dr Langenberg ond Mrs Hufstedlor took too complacant o view of the faculty shortage. He eeid 2,000 of the 25,000 faculty positions in engineering departments are now empty. It would soon become impossible for colleges and universities to handle the rapidly increasing undergraduate enrolments on which the report relies for its optimistic menpower projections.

Clive Cookson,
North American Editor,
The Times Higher Education Supplement,
National Press Building,
Room 541,
Washington DC 20045;
Telephone: (202) 638 6765.

The Atkinson report called for closures. Ngaio Crequer reports on Keele University's fight-back

Stopping another death on the Russian front

It was a few days before Christmas last year that staff in the Russian department at Keele University learnt it was to be closed down.

In the words of the University Grants Committee Atkinson report, Keele was one of seven university departments where it was recommended that "consideration be given to the phasing out of Russian-based studies".

Apart from the initial shock and offence of being told that your contribution is no longer of value, there was a good deal of mystification among Keele staff.

At a regional conference in Birmingham organized by the Atkinson committee during the conduct of its inquiry quite some time was given over to the problem of the falling student numbers in A level Russian. The Keele department does not rely on such students, as it creates its own demand in foundation year students, so it left Birmingham feeling secure that it had been assured it was in a different category from other universities.

The staff's mystification grew when they looked at the criteria on which Atkinson based its reasons for demanding rationalization. According to them, the logical inference was that Keele should survive.

Just recently a small group of Keele staff attended a meeting with the UGC, the first of a number of dialogues being held with universities affected by the report. They asked the question, point-blank, why Keele?

They were told that Atkinson's arguments had nothing to do with the quality of the department or the structure of the Keele course but the reason for the inclusion of Keele had to remain confidential.

Staff at Keele have recovered from the initial shock and morale is high. They had to spend a little time advising first-year students arriving for the foundation year that the department still existed, but apart from that life goes on much as before.

The department is determined to stay and Keele's vice-chancellor and the rest of the university have pledged their support.

The vice-chancellor, Dr David Harrison, reacted quickly to the release of the Atkinson report by issuing a statement confirming that the department was held in high regard and was going to stay. He also asked immediately for talks with the UGC.

He knows that if Keele is determined to resist the Atkinson proposals the UGC would ultimately withdraw money in the grant appropriate to a department of such a size. When he asked how much that would be he did not get an answer, but internal calculations can be made.

"It will be a senate decision", he said, recognizing that the burden of resistance would fall on all at Keele. But the support, he knows, is there.

Class in progress at Keele University's Russian department.

The Association of University Teachers unanimously passed a motion of support for the department. There has also been muted opposition from one or two individuals in science departments who feel that their subjects, because of the high cost of consumables, are bearing a disproportionate amount of the cuts. But it is isolated reaction, with little grass-roots support, and has not manifested itself in any significant way.

The department at Keele was set up in 1968 when Professor Evgeny Lampert arrived from Oxford. Previously Russian was taught in the German department.

The honours course is designed "to give a comprehensive account of the development of modern Russian and the Soviet Union in all aspects." Students study the history, literature, politics, history of ideas, economic and sociological aspects of Russian life. The study of the language is an integral part of the course. The aim has been to provide a course that bridges the Russian as language and literature and Russian studies as language and other studies.

Two courses of three and four years are available at honours level. Four-year students either have Russian A level or take an intensive language course in the foundation year. Three-year students study Russian ab initio as honours candidates. Russian is also available as a subsidiary subject.

What distinguishes Keele from many other universities is that many of its actual honours candidates arrived with no intention of doing Russian. Their interest was aroused during the foundation year. About 80 per cent of their students come from in-house recruitment.

To close Keele would not mean these students would do Russian elsewhere. About a quarter of all first year students, because of the foundation year, come in contact with Russian, which shows a very wide scope.

For the last two years the number of honours students has risen. In 1979-80 there were 30 students and in 1980-81 the number is expected to be 38. But the UGC only count these numbers as "halfe" because students do joint honours courses.

The department says this method of calculation is misleading because the option, compulsory for most students, is inherent in the Keele structure, the number of staff contact hours is the same as that for a single honours course and the volume, content and standard of the course is comparable to that of single honours. Certainly the students complain of too much work.

The department is small; with six members of staff and one lecturer assistant, which students cite as a great advantage. The Atkinson report paid scant attention to research, a point which is being picked up in the current round of interviews. Apart from the assistant every member of staff has either published or prepared for publication some kind of research this year.

The UGC is now saying that the purpose of the Atkinson exercise is not to save money but to improve the academic structure of Russian teaching in the universities.

According to Professor Lampert "To chop Keele would be academic impoverishment, not academic improvement. In the Atkinson report it is stated directly or obliquely that the whole exercise is based on financial considerations. This is a perfectly respectable and reasonable basis on which to look at something but in fact not only in the short-run, but in the long run it would prove to be even more expensive.

"One of the suggestions is that Russian teachers should teach English to foreigners or become administrators. This is extraordinarily short-sighted. Think how hard it has cost the state to produce Russian experts, apart from the academic arguments", he said.

Dr Roger Bartlett, a senior lecturer, said he was not opposed to an examination of Slavonic studies but the wrong questions were asked right at the very beginning. "Should we cut about increasing the number of students? How many students do we need? Let us have a clear picture of the sort of provision we want", he said.

Mr Christopher Pike, a lecturer, makes a similar point: "Atkinson said originally the problem was a shortage of students, rather than over-supply in the universities. Now the report seems to be so many teachers are not cost-effective. The Atkinson report does nothing to improve matters. I cannot see what is happening to other departments that would bring about more students. And if it is not about saving money then why is it going on, what is the point?"

The UGC has to talk to 19 universities before the main committee decides, finally, what it should recommend and what action it should take if its advice is politely, though firmly, set aside.

There is no reason for thinking that all these departments recommended for closure are lost causes. At the end of the day what happens to Atkinson may well come down to the question of credibility.

Curriculum changes victory for Mansell

Patricia Santinelli talks to the man behind the Further Education Unit's latest proposals

Government backing for proposals for a single examination for post school pre-employment courses is a source of double satisfaction for Mr Jack Mansell, the newly appointed director of the Further Education Unit, attached to the Department of Education and Science.

Not only is it a personal accolade for Mr Mansell, who was chairman of the initial working party which made the recommendation in the report *Basis for Choice*, now known as the Mansell report, but it is also a recognition of the high quality work the unit has carried out in the area of vocational preparation since its inception in 1977.

The report issued last year urgently recommended the rationalization of one year courses. It asked for a nationally recognized and validated common core curriculum and a new method of recording student assessment through profiles which it believed would reduce confusion, increase the chance of employer recognition, promote transferability and reduce overlap problems.

Mr Mansell says he is not surprised at the Government's decision to drop the Certificate of Extended Education as proposed in the Keohane report in favour of *Basis for Choice* since the latter is a much cheaper option.

"Although this has greatly eased the problem of gaining acceptability, it nevertheless puts a heavy responsibility on an effective working of the *Basis for Choice* recommendations. There is still much work to be done in profiling and with staff development in colleges," he says.

The added factor is which organization it is going to finance the proposals. It is the City and Guilds was willing to become the validating body and provide the curriculum organization—it already has shown some interest—there would not be much change out of £100,000, he says.

Basically there are two facets to the resources required for implementation. It is the number of young people, an estimated 100,000, remaining content then it simply means a reallocation of funds between different departments.

But if the numbers increase as a symptom of rising unemployment, "an increase in funding will be necessary, possibly with local education authorities having to pick up the tab. It might then become a question of reallocating money from initial to more vocationally orientated training", says Mr Mansell.

His new post which he took up in September and the acceptance of the report represent a logical extension of the work Mr Mansell has been doing in teaching and in curriculum development since the early 1960s.

His first teaching experience was in the army as a gunner turned instructor. This led to lecturing troops in Palestine using smuggled pamphlets outlining the British promise to Palestine.

Mr Mansell then went into industry where after several years as an electrical engineer he opted for a Garnett College of Education course to become a further education lecturer. He worked his way up to senior lectureship at Reading College of Technology where he was heavily involved in staff development and curriculum problems. During this period he ran a four-year project on team teaching which attracted a great deal of attention and led to a Unesco consultancy in Singapore.

Concurrently he began to "collect" committees and widen his educational influence and knowledge. He sat on committees of the National Foundation for Educational Research and the Council for Educational Technology. He is still chairman of the City and Guilds of London Institute's evaluations services advisory committee and of the Technician Education Council's assessment and moderation subcommittee.

His last post was as head of the engineering department of Paddington Technical College. It was here that he first perceived certain shifts taking place with the formerly middle students of the disadvantaged youngsters, ethnic minorities and the lack of opportunities for women.

"Within the constraints of a large conventional department, we tried to broaden the concept of the curriculum and alter the focus of further education", he says. "We got staff development going, put up papers who had not obtained much of a deal from further education, we also took on City and Guilds of London Institute's link foundation courses and helped other departments with vocational preparation."

At the same time Mr Mansell became heavily involved with the Association of Teachers in Technical Institutions, now the National Association of Teachers in Further and Higher Education. He became a national council member early in the 1960s and in 1965 a member of the national executive and chairman of its education and training subcommittee.

As president of the association in 1974 he played an important part in getting conditions of service through. He says he would like to be remembered for this just as much as for his involvement in teaching.

It was his work on the curriculum and in the union which brought him to the FEU as the Neither representative on the board of management. He has been very involved in the work of the unit in the past three years, but most of the credit for recent achievements must go to Mr Geoffrey Melling, the previous director, he says.

The unit was established to act as a focal point for further education curricular matters and as a centre which would enable a more coordinated approach to further education curricular development in England and Wales.

Jack Mansell says that although the board had an infinite remit, it did not have the resources to match its budget was no more than £100,000 in the first year and is now only £150,000.

"So priorities had to be decided and very early we opted for those people who had not obtained much of a deal from further education. We also took on City and Guilds of London Institute's link foundation courses and helped other departments with vocational preparation."

"Not all attempts at conservation have been successful. Examples include the quagga, a South African wild ass related to the zebra, which became extinct in 1883 although London Zoo had one of the last pairs. The male broke its leg on the railings, a fatal accident that allowed a whole species to pass into extinction.

Yet this impressive scientific and academic lineage does cause problems for officials trying to run a modern zoo. Its charter means that London Zoo still receives no public or city support—a unique feature among the major zoos of the world.

As a result all research activities are crucially linked to gate receipts—£2m in 1979. As one official put it: "We must be the only research organization that suffers when it rains." Certainly there is some disquiet among staff who feel both the Government and the Greater London Council could do more in view of the zoo's importance as a major tourist attraction.

Nevertheless, the zoo still manages to support a thriving £1m research programme, of which about 30 per cent is funded from gate receipt money, and the rest is provided in project grants from organizations such as the British research councils, the World Health Organisation, and various independent foundations. There are many advantages to the system, believes zoo research director, Dr John Hearn, for it forces scientists to "keep on the move" and maintain lively and useful research projects that will attract funds.

The 100 researchers there carry out work in five separate areas—nutrition, genetics, infectious diseases, reproduction and veterinary care. Director Mr Colin Rawlins said: "In fact anything that happens in a zoo is really research. Learning how to manage any new animal is research work, after all."

He stressed the importance of zoos such as London's for their role in preserving wildlife and rejected the theory that taking animals and putting them in zoos represented a serious drain on their numbers. "In fact 85 per cent of all animals at Whipsnade are bred from other animals there and at Regent's Park, 85 per cent of the mammals there are bred from others in captivity", he added.

"The real threat, and the cause of so many cases of animals becoming extinct, is the destruction of their natural habitats, particularly in Asia, Africa and South America."

Yet combating the crisis can produce its own problems—such as dealing with surplus animals. "Take tigers, they breed like rabbits in litters. At the same time, they are expensive to keep, eat a lot and can be dangerous, although they cannot be properly returned to the wild once bred here. At the moment, this is a big problem for us."

Just the same, if you do choose to breed animals they must be kept in conditions that will ensure their happiness. For instance, 30 to 40 different species of monkey used to be kept in singles or pairs in cages. Now only about 10 are kept, in large groups where they are far more content, an important consideration in breeding.

This represents a general shift in policy, added Dr Eldon Bertram, curator of mammals at London Zoo. While there has been no change over the past 30 years in numbers of mammals at the zoo—about 1,000—numbers of species have dropped from about 400 to 200.

He highlighted three main roles for zoos—education, conservation and research. "However, it is very hard to separate one from another. If you save a rare wild animal that is conservation, but bringing it here is also educating the public and means you can carry out important research work as well."

The value of preserving wild animals in zoos was more forcefully put by Mr Rawlins. "So many people nowadays never see animals in the wild. In fact, many of the leading Africans who have to come to Britain over the years had never seen a lion until they came to London Zoo".

But he admits that the general conservation prospects are rather dim. "We are fighting a losing battle on the whole. We can save some but unless the world population is brought under control, there is not much hope for many wild species. This does not mean we should not try. Indeed zoos will have a prime role in fighting for conservation in future".

But to do this properly requires much patient research into breeding patterns and rituals to ensure the proper rearing of young animals in captivity.

As an example, Dr. Bertram quoted the Margay cat, a small, beautifully marked "big cat" from South America which is being heavily poached for its skin. To ensure the females ovulate before mating, both animals have to be kept separately until exactly the right time when the male's presence will cause the female to ovulate. Then they must be put in separate cages again, in case the male eats the cubs when they are newly born.

Similarly, it has been found that Marmoset monkeys should stay with their parents to help them rear their next brood. The experience is vital when they come to raise their own offspring. This technique is not so important for saving the relatively widespread Marmoset; but can also be applied to endangered Cotton-top Tamarins and also Goldi's monkeys.

Artificial methods are also important in breeding animals, though less in the case of species in general than with individual examples. This year, the zoo achieved a major world first with the birth of Bonny, a baby puma produced using both artificial insemination and ovulation.

The mother puma Betsy was given hormone injections to stimulate the production of eggs from her ovaries and then these were fertilized by artificial insemination. It is not such a critical technique for the relatively plentiful puma, but will be of great use in breeding the big cats such as the cheetah, the snow leopard and the clouded leopard.

Even when animals are successfully bred, there are other difficulties for zoo scientists to overcome. A major problem is the loss of genetic fitness when animals are bred from only a few pairs of a rare species.

In any animal, half its genes come from a random selection of one parent's genes, the rest from the other parent. This means that one can only expect that 75 per cent of two parents' genes will be used to make up two succeeding offspring. Even if quite large numbers of young are produced by breeding adults, there will still be a loss of genes in animals bred from small populations of only a few pairs.

As a result recessive diseases will start to appear and loss of genes will also cause a decrease in the ability to diversify, adapt and evolve to combat the rigours of the wild where they might one day be reintroduced.

A short-term solution is to break up breeding pairs or mix with others to lessen the effect of gene loss. A permanent solution would be to use frozen sperm, eggs and embryos which could continually re-introduced to keep groups of animals genetically fit. This is still a far-off goal, however.

In the meantime cooperation between zoos, through exchanging both animals and information, is vital. Often surveys of different techniques used in different zoos reveal unexpected pieces of useful information.

For instance, one survey across a variety of different zoos revealed the crucial factor among those who had successfully bred polar bears. Those which provided small dark areas which could be used as cubbing dens were the successful ones. It was another important development in breeding animals in captivity.

This is all a far cry from the former days of trips on the elephant's back.

No one could have been a better witness to that change than head keeper Roo Smith, himself the son of a head keeper at London. At present stationed at the Charles Clore mammal house, Mr Smith has worked with most different types of animals, although he still professes to be "a cat man", with two of his own domestic varieties at home.

Not that they have had it all their own way, for over the years a catalogue of young animals have found their way to the Smith household for rearing including two baby gorillas.

Such involvement is a crucial factor in running a scientific organization like the London Zoo. Scientists rely heavily on keepers' close understanding of animals, and their observations of slight changes in behaviour on the keepers for underon research work.

Bonny, a puma born by artificial insemination was a world first . . . tigers 'breed like rabbits' . . . a cheetah and cubs born at Whipsnade

Why walking in the zoo is the O.K. thing to do

Science correspondent Robin McKie looks at some unexpected research at London Zoo

London Zoo has one major feature that particularly affects its scientific credentials—it was the first. Founded in 1826 by Sir Stamford Raffles, the Zoological Society of London was directed to establish zoological gardens for general interest and study purposes.

Raffles died that year and never saw the fruition of his dreams, the zoological gardens in Regent's Park, with its stated aim of bringing about "the introduction of new and curious objects of the animal kingdom", as the society's charter states.

It quickly became a centre of important scientific interest and one of the first donors was Charles Darwin, who presented many of the specimens he collected on his voyage in HMS Beagle. It set the seal on its serious scientific endeavours and resulted in an establishment far removed from mere menagerie.

However, the word "zoo" was not used until 1867 when music-hall artist The Great Vance sang "Walking in the zoo is the OK thing to do".

At the time of its opening in 1827 zoological society was criticised by the popular press for its excessive visionary aims and was dubbed "this Noah's ark society". In a way it was a prophetic label, for increasingly the zoo has become involved in conservation, although even in the early days saving endangered species was appreciated as a critical task.

At Whipsnade for instance—the zoo's country subsidiary—scientists managed to encourage breeding of the Pere David deer. This rare Chinese deer was discovered in 1866 by the French missionary-explorer Pere Armand David in the emperor's hunting grounds near Peking.

Even then the animal was extinct in the rest of China and in the 1900 rebellion the emperor's herd was wiped out. Fortunately, a few animals had already reached the West and two pairs were acquired by Whipsnade. By 1956, they had bred so well that the zoo was able to present some Pere David Deers to Peking and.

Not all attempts at conservation have been successful. Examples include the quagga, a South African wild ass related to the zebra, which became extinct in 1883 although London Zoo had one of the last pairs. The male broke its leg on the railings, a fatal accident that allowed a whole species to pass into extinction.

Yet this impressive scientific and academic lineage does cause problems for officials trying to run a modern zoo. Its charter means that London Zoo still receives no public or city support—a unique feature among the major zoos of the world.

As a result all research activities are crucially linked to gate receipts—£2m in 1979. As one official put it: "We must be the only research organization that suffers when it rains." Certainly there is some disquiet among staff who feel both the Government and the Greater London Council could do more in view of the zoo's importance as a major tourist attraction.

Nevertheless, the zoo still manages to support a thriving £1m research programme, of which about 30 per cent is funded from gate receipt money, and the rest is provided in project grants from organizations such as the British research councils, the World Health Organisation, and various independent foundations. There are many advantages to the system, believes zoo research director, Dr John Hearn, for it forces scientists to "keep on the move" and maintain lively and useful research projects that will attract funds.

The 100 researchers there carry out work in five separate areas—nutrition, genetics, infectious diseases, reproduction and veterinary care. Director Mr Colin Rawlins said: "In fact anything that happens in a zoo is really research. Learning how to manage any new animal is research work, after all."

He stressed the importance of zoos such as London's for their role in preserving wildlife and rejected the theory that taking animals and putting them in zoos represented a serious drain on their numbers. "In fact 85 per cent of all animals at Whipsnade are bred from other animals there and at Regent's Park, 85 per cent of the mammals there are bred from others in captivity", he added.

"The real threat, and the cause of so many cases of animals becoming extinct, is the destruction of their natural habitats, particularly in Asia, Africa and South America."

Yet combating the crisis can produce its own problems—such as dealing with surplus animals. "Take tigers, they breed like rabbits in litters. At the same time, they are expensive to keep, eat a lot and can be dangerous, although they cannot be properly returned to the wild once bred here. At the moment, this is a big problem for us."

Just the same, if you do choose to breed animals they must be kept in conditions that will ensure their happiness. For instance, 30 to 40 different species of monkey used to be kept in singles or pairs in cages. Now only about 10 are kept, in large groups where they are far more content, an important consideration in breeding.

This represents a general shift in policy, added Dr Eldon Bertram, curator of mammals at London Zoo. While there has been no change over the past 30 years in numbers of mammals at the zoo—about 1,000—numbers of species have dropped from about 400 to 200.

He highlighted three main roles for zoos—education, conservation and research. "However, it is very hard to separate one from another. If you save a rare wild animal that is conservation, but bringing it here is also educating the public and means you can carry out important research work as well."

The value of preserving wild animals in zoos was more forcefully put by Mr Rawlins. "So many people nowadays never see animals in the wild. In fact, many of the leading Africans who have to come to Britain over the years had never seen a lion until they came to London Zoo".

But he admits that the general conservation prospects are rather dim. "We are fighting a losing battle on the whole. We can save some but unless the world population is brought under control, there is not much hope for many wild species. This does not mean we should not try. Indeed zoos will have a prime role in fighting for conservation in future".

But to do this properly requires much patient research into breeding patterns and rituals to ensure the proper rearing of young animals in captivity.

As an example, Dr. Bertram quoted the Margay cat, a small, beautifully marked "big cat" from South America which is being heavily poached for its skin. To ensure the females ovulate before mating, both animals have to be kept separately until exactly the right time when the male's presence will cause the female to ovulate. Then they must be put in separate cages again, in case the male eats the cubs when they are newly born.

Similarly, it has been found that Marmoset monkeys should stay with their parents to help them rear their next brood. The experience is vital when they come to raise their own offspring. This technique is not so important for saving the relatively widespread Marmoset; but can also be applied to endangered Cotton-top Tamarins and also Goldi's monkeys.

Artificial methods are also important in breeding animals, though less in the case of species in general than with individual examples. This year, the zoo achieved a major world first with the birth of Bonny, a baby puma produced using both artificial insemination and ovulation.

The mother puma Betsy was given hormone injections to stimulate the production of eggs from her ovaries and then these were fertilized by artificial insemination. It is not such a critical technique for the relatively plentiful puma, but will be of great use in breeding the big cats such as the cheetah, the snow leopard and the clouded leopard.

Even when animals are successfully bred, there are other difficulties for zoo scientists to overcome. A major problem is the loss of genetic fitness when animals are bred from only a few pairs of a rare species.

In any animal, half its genes come from a random selection of one parent's genes, the rest from the other parent. This means that one can only expect that 75 per cent of two parents' genes will be used to make up two succeeding offspring. Even if quite large numbers of young are produced by breeding adults, there will still be a loss of genes in animals bred from small populations of only a few pairs.

As a result recessive diseases will start to appear and loss of genes will also cause a decrease in the ability to diversify, adapt and evolve to combat the rigours of the wild where they might one day be reintroduced.

A short-term solution is to break up breeding pairs or mix with others to lessen the effect of gene loss. A permanent solution would be to use frozen sperm, eggs and embryos which could continually re-introduced to keep groups of animals genetically fit. This is still a far-off goal, however.

In the meantime cooperation between zoos, through exchanging both animals and information, is vital. Often surveys of different techniques used in different zoos reveal unexpected pieces of useful information.

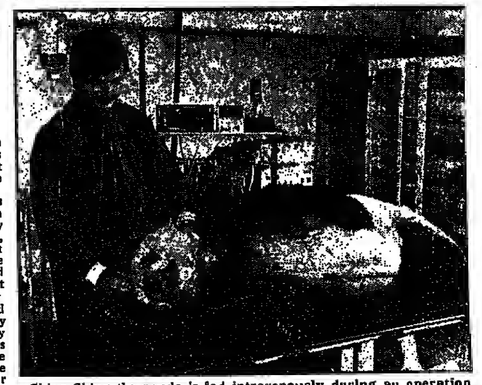
For instance, one survey across a variety of different zoos revealed the crucial factor among those who had successfully bred polar bears. Those which provided small dark areas which could be used as cubbing dens were the successful ones. It was another important development in breeding animals in captivity.

This is all a far cry from the former days of trips on the elephant's back.

No one could have been a better witness to that change than head keeper Roo Smith, himself the son of a head keeper at London. At present stationed at the Charles Clore mammal house, Mr Smith has worked with most different types of animals, although he still professes to be "a cat man", with two of his own domestic varieties at home.

Not that they have had it all their own way, for over the years a catalogue of young animals have found their way to the Smith household for rearing including two baby gorillas.

Such involvement is a crucial factor in running a scientific organization like the London Zoo. Scientists rely heavily on keepers' close understanding of animals, and their observations of slight changes in behaviour on the keepers for underon research work.



Ching Ching the panda is fed intravenously during an operation recently.

Pregnancy test that is helping endangered species

A major breakthrough in pregnancy testing which is now being developed at London Zoo, could have a significant effect in helping the breeding of endangered animals in zoos, believes director of research Dr John Hearn.

The test has been designed to detect hormones, known as gonadotrophins, and using only samples of urine can determine within three days whether an animal is pregnant or not. At present there is no standard detection method and with some species it is difficult or almost impossible to tell if a female is expecting until she is well into her pregnancy.

In these cases—such as the rhino which has a two-year pregnancy—females brought in from other zoos are kept for far longer than necessary to ensure the female has conceived. "The new test will get rid of the guesswork, save a great deal of money and lead to far better management for expectant females," Dr Hearn added.

The test has already proved successful with monkeys and is now under trial with cheetahs and leopards. It has also been used—producing negative results—on the panda at Washington Zoo, believed for a while to have been successfully impregnated using artificial insemination techniques.

Originally developed from human pregnancy tests, the new method is an indication of the relevance and interdependence of human and animal medical research. Working in the opposite direction, on animal research that may have importance for humans, the zoo scientists are also working on several projects, including one that might reveal characteristics of diets which could affect diseases such as anorexia nervosa and muscular dystrophy.

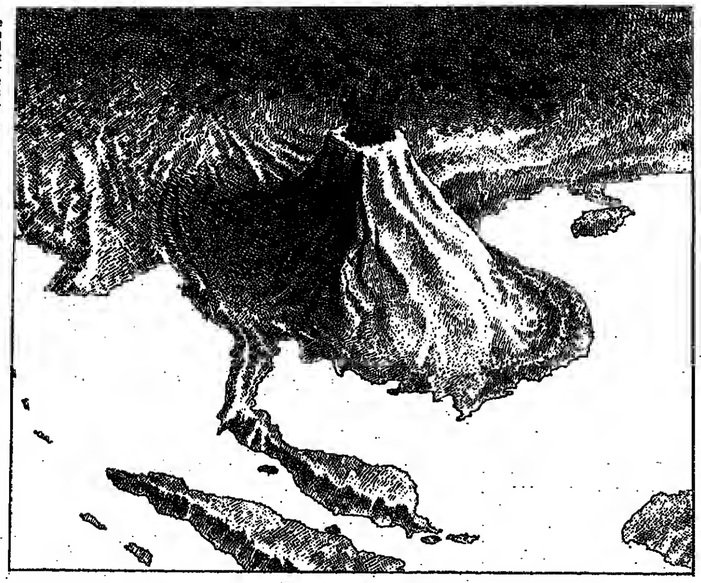
In fact there are a host of different research projects being undertaken at the zoo which could have a dramatic effect on our ability to save the threatened species of our planet. One involves methods for genetic screening of animals so that inheritable ailments are not introduced into herds of rare species and another will allow scientists to determine the sex of an animal—particularly birds which are very hard to differentiate from just samples of hair or feather.

Ultimately, Dr Hearn foresees the day when a host of techniques will have been developed to aid scientists in their attempts to breed animals in captivity. Apart from artificial insemination and ovulation and the freezing of semen, eggs and embryos, he believes that we will also be able to fertilize eggs in vitro and select which sex we require for a young animal.

In the end we can at best hope to save about 85 per cent of endangered animals, although Dr Hearn admits that "some species just don't have a hope".

Michael Leifer looks at South-East Asia in the second of a series of articles on world politics

Indo-China in conflict



A distinctive political feature of South-East Asia since the onset of decolonization has been the interrelationship between internal conflict over the identity of resilient states and external conflict over the regional balance of power.

Internal conflict over state identity has arisen over which values should ordain social and political order. External conflict over the regional balance of power has turned on the issue of the attendant international affiliations of successor governments. Its significance has been reinforced by the competitive engagement of the interests of major powers.

This pattern has found some expression in every post-colonial successor state of the region as well as in Thailand which was never subject to direct colonial rule. Although it has been most acute in the states of Indo-China, external interest in the nature of internal rule has been evident in Burma, Thailand, Malaysia, Singapore, Indonesia and the Philippines as well as in still protected Brunei.

Political stability cannot be assumed for the future in any of these countries which are subject to varying stresses arising from social diversity and economic change. Nonetheless, revolutionary movements which offer radically alternative visions of modernity have failed to sustain the momentum of internal challenges to incumbent governments which could engage the competing interests of external powers to correspond with the experience of Indo-China. In addition, competitive external intervention has been restricted by unequal opportunities for access to loci of conflict.

It has been the unfortunate fate of the culturally diverse peoples of Indo-China that recurrent internal conflict over state identity has attracted, without respite, the competitive intervention of regional and global rivals who have not been obstructed by problems of access.

The violent resolution of one conflict with its locus in Indo-China has been succeeded soon after by another of the same genus. Indo-China has been the theatre of three wars, each with its dynamic in the interconnection between the external acceptability of internal rule and the regional balance of power. Of decisive significance in each case has been the geopolitical position of the People's Republic of China; alternately, the bitter antagonist of both Super Powers.

The first Indo-China War began over the issue of decolonisation. The Second Indo-China War was over its completion on terms acceptable to the revolutionary party which had assumed a monopoly of Vietnamese nationalism. Both wars encompassed Laos and Cambodia (now Kampuchea), the second transformed totally the political identities of all three Indo-Chinese states. To the cost of the Third Indo-China War, which began with Vietnam's invasion of Kampuchea, political identity was less then central to the conflict. At issue was not ideological conformity but adverse interpretations of national security interests.

Although doctrinal identity is still a factor in determining international alignment, it is no longer a precise guide for the states of the region. Since the full expression of Sino-Soviet antagonisms was matched by an attendant Sino-American *rapprochement*, the pattern of conflict in Indo-China (and to an extent beyond it) has been modified in terms of external partisan involvement. The nature of internal political rule remains relevant in determining make-weight roles in the regional balance but doctrinal criteria have assumed a less consistent importance.

From the turn of this decade, the locus of conflict in South-East Asia has been the stricken and tortured state of Kampuchea. Under the regime of the notorious Pol Pot, Kampuchea became a synonym for barbarism without parallel since the Nazi era. Although viewed from Hanoi as a renegade party, it was not the bestial nature of the ruling *Angka Loeu* (literally, High Organisation) which inspired Vietnam's invasion in December 1978. In July 1977, when bloodletting is ecstasy had been underway inside Kampuchea for more than two years, the governments of Vietnam and Laos expressed full support for the "revolutionary cause of the Cambodian people, under the leadership of the Cambodian revolutionary organisation".

Whether represented as an Indo-China federation or as a special relationship, the Vietnamese politburo were determined over time to forge a similar kind of association with counterparts in Laos and Kampuchea to that which the Soviet Union has established with client parties and governments in Eastern Europe. After very lukewarm success in April 1975, an initial patience on the part of Vietnam gave way to an acute sense of urgency to incorporate Kampuchea within the kind of relationship already consolidated with Laos. An obdurate and offensive expression of Kampuchean independence became intolerable when it was joined to the interests of an expansionistic China; an acceptable, political alternative to the Pol Pot regime became imperative.

There is little intellectual satisfaction in discussing the Third Indo-China War in terms of who fired the first shot; in effect, the mechanics of the balance of power became operated in Indo-China in a classical manner. Vietnamese concern to secure independence and unity made vulnerable by geographic limitations and an intimidating China could only be satisfied at the expense of the independence of a smaller neighbour, albeit culturally distinct. Such a propensity reinforced by a recalcitrant Kampuchea set in train a compensating recourse to counterbalancing support. In consequence a pattern of competing alignments unfolded engaging the interests of China and the Soviet Union if less directly those of the United States.

Within South-East Asia, Thailand and its fellow members of the Association of South-East Asian Nations (ASEAN) entered the heterogeneous alignment of states opposed to the establishment of Vietnamese dominance throughout Indo-China. The members of ASEAN (Thailand, Malaysia, Singapore, Indonesia and the Philippines) constitute a conservative grouping who share a common security interest in combating internal revolutionary challenge and in promoting limited economic cooperation to that end. Their authoritarian political orders, have contained social tensions and have provided a basis for commendable economic growth. If, in the main, not so fortunate in distributive justice. Although these states are integrated within the international capitalist economy, it would be a distortion to represent them as mere clients of the West.

ASEAN as a corporate entity has refused to endorse the Vietnamese imposed transfer of power within Kampuchea. It still accords recognition to the ousted Democratic Kampuchean Government which retains its seat in the United Nations. Principal concern, apart from the Vietnamese military action, has been exhibited by Thailand whose strategic environment has been violated; an assumed buffer which interposed between a traditional antagonist has been eliminated. Its government's preference for one kind of communist neighbour over another does not represent sympathy for Pol Pot. Support for the part of Vietnam gave way to an acute sense of urgency to incorporate Kampuchea within the kind of relationship already consolidated with Laos. An obdurate and offensive expression of Kampuchean independence became intolerable when it was joined to the interests of an expansionistic China; an acceptable, political alternative to the Pol Pot regime became imperative.

There is little intellectual satisfaction in discussing the Third Indo-China War in terms of who fired the first shot; in effect, the mechanics of the balance of power became operated in Indo-China in a classical manner. Vietnamese concern to secure independence and unity made vulnerable by geographic limitations and an intimidating China could only be satisfied at the expense of the independence of a smaller neighbour, albeit culturally distinct. Such a propensity reinforced by a recalcitrant Kampuchea set in train a compensating recourse to counterbalancing support. In consequence a pattern of competing alignments unfolded engaging the interests of China and the Soviet Union if less directly those of the United States.

Within South-East Asia, Thailand and its fellow members of the Association of South-East Asian Nations (ASEAN) entered the heterogeneous alignment of states opposed to the establishment of Vietnamese dominance throughout Indo-China. The members of ASEAN (Thailand, Malaysia, Singapore, Indonesia and the Philippines) constitute a conservative grouping who share a common security interest in combating internal revolutionary challenge and in promoting limited economic cooperation to that end. Their authoritarian political orders, have contained social tensions and have provided a basis for commendable economic growth if, in the main, not so fortunate in distributive justice. Although these states are integrated within the international capitalist economy, it would be a distortion to represent them as mere clients of the West.

ASEAN as a corporate entity has refused to endorse the Vietnamese imposed transfer of power within Kampuchea. It still accords recognition to the ousted Democratic Kampuchean Government which retains its seat in the United Nations. Principal concern, apart from the Vietnamese military action, has been exhibited by Thailand whose strategic environment has been violated; an assumed buffer which interposed between a traditional antagonist has been eliminated. Its government's preference for one kind of communist neighbour over another does not represent sympathy for Pol Pot. Support for the insurgent Khmer Rouge is evidence only of a disposition to employ any viable military force willing to resist the expansionism of the state perceived as the potential Prussia of the region.

An adamant refusal to accommodate to a Vietnamese inspired order in Indo-China has been governed by the fearful prospect of the replicating the relationship of Finland to the Soviet Union. Governments in Bangkok have been sustained in their resistance by the military resilience of the Khmer Rouge and by the corresponding inability to Vietnam of China. Its military intervention in Vietnam in February 1979 added a theatre to the Third Indo-China War which smouldered like a dormant volcano.

A sense of shared political identity and predicament and Vietnam's violation of the cardinal rule of the international system, has meant the ASEAN states have sustained the diplomatic position which they adopted in the wake of the invasion of Kampuchea. Burma, also, has endorsed this refusal to come to terms with the government conveyed to Phnom Penh in the saddle-bags of the Vietnamese army.

Such diplomatic solidarity, however, rests on a fragile consensus because the ASEAN states do not share a common view of external threat. Indeed such absence of a unifying strategic perspective is a fundamental obstacle to ASEAN reconstituting itself as an alliance organization.

For Thailand, a consistent preoccupation with the regional ambitions of a Communist China is subordinate to the more immediate anxiety engendered by the willingness of an assertive Vietnam to employ military force up to the Western borders of Kampuchea. Indonesia and Malaysia, however, regard China and not Vietnam as their principal external source of threat not certain expectations that Vietnam will participate with them in a system of regional order.

Above all, they do not wish the resolution of conflict within Kampuchea to entail the restoration of a pro Chinese government in Phnom Penh adjacent to an enfeebled Vietnam; nor do they desire a Vietnamese dominance contingent only on an undue dependence on a Soviet patron. Either outcome would threaten such a pattern of regional stability as has been achieved. Anti-Chinese sentiment is not the primary power in Vietnam as the military power is lesser extent, the United States. Of the external powers, the decisive role has been assumed by China. Its unwillingness to be reconciled to Vietnamese dominance in Indo-China has been the fundamental obstacle to that end. Geo-political advantage has enabled the adoption of a long-term strategy of denial designed to debilitate a southern neighbour. The prospect of another "punishment", as well as pressure on Laos, obliges Vietnam to deploy its seasoned and ruely unduly on conscripts from the south to stiffen its expeditionary force in Kampuchea.

The position of China has been critical in sustaining Thailand's refusal to accommodate; its patron relationship to the Communist Party of Thailand has been a factor in Bangkok's willingness to countenance external reinforcement of the insurgent Khmer Rouge. Their military regeneration has facilitated also by access to international relief aid.

Vietnam has occupied Kampuchea without major difficulty but after two dry (or campaigning) seasons its armed forces have not yet been able to liquidate the Pol Pot resistance so as to ensure the consolidation of a client government in Phnom Penh. Vietnam's aims include the material support of the Soviet Union which indicated a symbolic commitment in July when Lieutenant-Colonel Pham Tan became Asia's first cosmonaut. In addition, the memory of the Pol Pot terror gives Vietnam's client a strong negative attraction for the Kampuchean people.

None the less the long-term prospects for Vietnam in Kampuchea are uncertain in the face of economic decline at home and the revival of traditional hostility between Khmer and Vietnamese peoples. It remains to be seen for how long the politburo in Hanoi can sustain what some describe as a permanent war mentality. The Government of Thailand, underpinned by China's attitudes, has based its resolute policy on the judgment that Vietnam has overreached itself. That it has not been any indication, however, that the Vietnamese believe that they have arrived at such a point. And the longer the impasse over Kampuchea is sustained, the greater the legacy of intra-regional bitterness that will be left after the eventual resolution by violence of the conflict.

In November, 1971, the five governments of ASEAN committed themselves to a proposal to secure the recognition of, and respect for, South East Asia as a zone of peace, freedom and neutrality, free from any form or manner of interference by outside powers. This ideal inspiration for regional order remains no more than an aspiration; the government of Vietnam has given lip-service only to it in an attempt to secure ASEAN's endorsement of its position of dominance in Indo-China. The sad truth is that the status of South East Asia is one of their limited intrinsic capabilities and fundamental divergence of interest are not in a position to act collectively to promote a viable self-contained system of regional order.

Internal conflicts within South East Asia have tended to be less than self-contained and where local as in Indo-China have given rise to extra regional intervention, the United States learnt a bitter lesson from the experience of the Second Indo-China War, the Soviet Union has profited from its involvement. China which shares some borders with Burma, Laos and Vietnam and is a coastal state in the South China Sea, is hardly an external power able to control internal power able to control the outcome of the contest to shape the regional balance. For both the Soviet Union and China the costs of intervention have in no way matched those assumed by the United States and which broke its political will during the course of the Second Indo-China War.

The next dry season in Indo-China begins this November. Its campaigns will provide some indication of the likely outcome of the third central conflict which has afflicted South-East Asia since the end of the Pacific War. Its outcome will and characteristic pattern have been sustained by a function of internal and external rivalries. Such a function has been the long-lasting feature of a region which has been well-described as the Balkans of the Orient.

The author is a reader in international relations at the London School of Economics and Political Science.

Webster's power game of duchesses and devils

Muriel Bradbook discusses the relevance of the work of one of Shakespeare's greatest contemporaries

More clearly than any other of Shakespeare's contemporaries, except possibly Marlowe, John Webster speaks to the present age. Both here and in America, his plays may be seen on the public stages, on television or as opera, adapted to modern settings and even reflecting contemporary events (at the Kennedy Centre in Washington, a modern dress performance of *The White Devil* evoked the Manson murders).

The same highly individual form shaped this play and its successor, *The Duchess of Malfi*: an Italian courtly scene of Renaissance magnificence and horror, where lust, ambition, poison, madness and murder fuse in action at once more exotic and more intimate than the English stage had known.

The power of great men is here evinced in personal domination of their circle, although in his first collaborative tragedy, *Sir Thomas Wyatt*, Webster had used material from Stow, the chronicler of London, to present a Shakespearean model of tragic history, with contemporary political import. In the plots of his two masterpieces, the power-game works through personal relationships, played to a close circle of patronage and intrigue. In a recent talk at Cambridge, the Archbishop of Canterbury cited Webster's characters as the supreme examples of unbridled egoism.

What kind of people then are these? The fire of life burns high; they are fuelled by a spirit more powerful than that which consumes ordinary mortals. More like the lives of devils and angels than of human beings, theirs are devoid of daily triviality. The world they live in, like that of the drug addict, is compulsorily attractive or repulsive. Their moods shift abruptly, yet the nervous staccato rhythms of their speech reveal individuality with great precision, since Webster's language is no more diluted by the commonplace than his princes are restrained by precepts of morality.

At the centre of the scene stand women, servants, spies, pimps, infants—the people things are done to, or those corrupted and betrayed by necessity. As he compboss the exotic with the intimate, so Webster uses familiar moralizings, only ironically to undermine them.

The technique is explained by Flamineo, confidential secretary, pander and murderer, at the end of one of his most Protean displays:

> It may appear to some ridiculous
> Thus to talk smoke and oiddman
> and sometimes
> Come in with a dried sentence, stuffed with sage:
> But this allows my varying of shapes—
> Knaves do grow great by being a great man's apes (4.2.243-7).

Self-delivery spurs Flamineo onward; at his death, morality and jeers mingle in tragic self-affirmation:

> This well yet there's some goodness in my death;
> My life was a black sin: I have caught
> An everlasting cold; I have lost my voice
> Most irrecoverably . . . (5.6.269-72)

Webster follows his female dramatist and collaborator, Marston, in breaking the traditional fetters of the earlier Elizabethan revenge play: it is no longer a working out of divine law, nor even, as in Marston, the strategy of survival resorted to by the alienated and dispossessed, nor in Bacon's phrase, "a kind of wild justice", but an assertion of the individual will, particularly the right of the head of a noble family to wipe out in blood any stain upon his honour. Since the central figures are not the avengers but their victims, the princely murderers are guilty men, of whose guilt their hired assassins partake. In the opening scene of *The Duchess of Malfi* Ferdinand, in parting from his sister invokes the Spanish code of family honour:

> You are my sister—
> This was my father's poignard; do you see?
> It is both to deaf and blind cutlery,
> cased, was his (1.1.330-2).

The part of Ferdinand was created by Burbage, who a decade earlier had created Othello; the modern reading of Ferdinand's sexual fixation on his sister makes sense on the modern stage, but in *A Mirror for Magistrates* Othello the Spanish Princess and in his early play, *Sir Thomas Wyatt* Queen Mary appears quite unhistorically in the dress of a nun.

From Merchant Taylors', Webster went to New Inn, an Inn of Chancery, whence at Michaelmas 1597 he was admitted to the Middle Temple; there, in his second term, he would witness the spectacular downfall and exposition of his leading poet, John Davies, author of *Orchestra*. After the Christmas Revels, where he had been assigned the role of the Fool, Davies made a mad assault on his friend Richard Martin, who had played the prince, breaking a bastinado over Martin's head as he sat quietly at dinner. Here was a lesson in the consequence of treacherous revels which no dramatist could ignore. Davies retired to write *Nosce Teipsum*, a notable exercise in the plain style,

> I know my life's a pain and but a span
> I know my sence is mocked with every thing;
> And to conclude, I know myself a Man,
> Which is a proud and yet a wretched thing.

John Davies was not a thinker, but rather the recent commonplaces that had been proved upon his pulses, as T. S. Eliot pointed out in *Of Poets and Poetry*; his verses reshape writers like de Morsay and Montaigne, the writers that Webster used for his tragic ironies. Webster's dramatic sequences usually include a trial scene. *Sir Thomas Wyatt*, composed with Dekker and others, shows the trial of Lady Jane Grey and turns on the question "What is treason?" His latest plays *The Devil's Law Case*, *A Cure for a Cuckold*, *Appius and Virginia*, differing in other ways, each culminates in a court scene, where the inadequacies of justice are more obvious than its functioning.

At the Middle Temple, Webster would have met John Marston, with whom he was to collaborate; Thomas Overbury, whose *Characters* he was to edit after Overbury's murder; and one of his admirers and his successor in tragedy, John Ford. Marston helped to set up the choristers' theatre in St Paul's where two successful City comedies by Webster and Dekker were staged in 1605. It seems probable that his father sent Webster to the Middle Temple for a legal training that he might deal with important customers and trading ventures—for the leading London tradesmen were already merchants and financiers rather than craftsmen, with international interests.

Webster would thus have gained an entrée to circles where the great might be encountered, yet as the son of a tradesman from nearby Smithfield he would learn the bitterness of being put in his place by well-born fools. His comedies satirize the City but also the court gallants who attempt to court the City wives; like the Merry Wives of Windsor, the band of London women prove more than a match for their suitors.

It would appear that Webster celebrated the literary successes of 1605 with two great abandon, perhaps at the local festivity of Bartholomew Fair; for, as Mary Edmond has recently discovered, he was on March 15, 1606, married by special licence at the church of St Mary Islington to "Sara Gaumell". This was in Lent, a season when marriages were not normally performed; Islington was a northern village famous for its curds and cream, a resort for citizens in summer time. Less than two months later, on May 8, the baptism of John Webster, son of John Webster of St Sepulchres, was recorded at the parish of St Dunstan in the West, "out of the house of Simon Peniall". Simon Peniall, recently Warden of the Saddlers' Company, had as eldest daughter Sara, baptized at St Bride's, Fleet Street, April 20, 1589. John Webster had copied Shakespeare in more ways than one; his wife was aged just 17 when their child was christened and her name (like that of Shakespeare's bride 24 years earlier) had gone misrecorded through embarrassment or tact.

In consequence perhaps of this shock to two sets of pious parents, no more plays were produced for six years; but Webster confessed himself a slow writer, and was tested for it by his enemies. However, Ben Jonson, who in his *Discoveries* castigated the majority of playwrights, never mentions Webster, whose next set of plays coincided with the mayoralty of a Merchant Taylor known as a patron of drama, Sir John Swinnerton.

The Webster households adjoined the dreaded prisons of Newgate, where both Ben Jonson and John Marston sojourned at different times. John Webster the elder in 1605 had witnessed the chuttleble deed by which a fellow Merchant Taylor paid for the common hellman to cut the condemned to repentance on the night before their execution. This figure is personated at the execution of the Duchess of Malfi by Bosola the spy, in the less of his many disguises.

Ritual and formalized scenes of grief bind together the disjunctive events in both Webster's tragedies. In *The White Devil*, Duchess Isabella's nightly devotions to her husband's picture, by means of which she is poisoned, the winding of Marcello's corpse, the dirge of the natural pieties of robin redbreast and wren (contrasted with the cruelty of the churchmen who deny burial rites to a man who died in a quarrel) offer fixed emblems of pageantry.

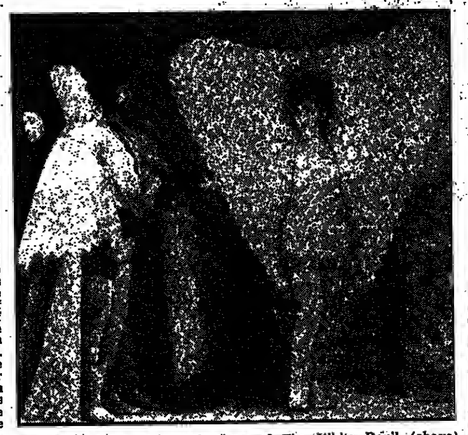
By contrast, the vivid, Protean acting of the leading part, Flamineo, by the young Richard Perkins earned Webster's highest commendation. The play did not succeed, at his neighbourhood theatre, the Red Bull, a square innyard where Queen Anne's men performed with Webster's friend Heywood as their leading dramatist. So, Webster himself had the work published by another neighbour, Nicholas Okes, who specialized in playbooks.

The Duchess of Malfi, performed at Blackfriars by the King's Men two or three years later, succeeded from the first; for Webster essentially belonged to the indoor theatres. His disjunctive speech allowed the actor to create the part from within himself; it was adapted also to the more intimate response of a smaller audience; it contained the germ of character development.

The Duchess herself develops from the proud defiance of

> If all my royal kindred

continued on page 12



Scenes from recent productions of The White Devil (above) and The Duchess of Malfi.

Sixth formers make their decisions at Leicester University.

A valuable lesson in learning

Last May Leicester University put on a special programme for sixth-formers to give them an idea of university life. Margaret Mathieson reports

The beginning of a new academic year, most particularly the penultimate year of the period when universities, polytechnics and colleges of higher education can rely on a large source from which a supply of potential students might come, is perhaps a useful time to reflect upon the expectations that those entering higher education might have and upon their knowledge and experience of higher education at their point of entry. Many no doubt have had the opportunity to gain some insight from attending conferences and courses specially organized by institutions of higher education, when they would have been given an introduction to, say, one or two of the departments and life in a hall of residence. In addition, their own teachers will, perhaps, have had the opportunity to attend a short conference when, suitably wined and dined, they would have met lecturers and inspected the merits of the institution, the idea being that the word would then be carried back to their sixth formers. Such efforts undoubtedly lead to some increase in demand for the whole product, "higher education", but tend to have as their main object the boosting of demand for the particular brand provided by university or college X.

Last summer at Leicester we agreed to put on a special programme for local sixth formers. The university recruits only a very small proportion of its undergraduates from local schools so it could adopt a reasonably selfless role in the preparation of the programme and could avoid a preoccupation with recruitment. The programme was designed for those in the first year of the sixth form and offered them a brief experience of higher education. It aimed to give those who were still, as yet, some way from deciding about entry into higher education, an introduction to advanced study which would be generally useful to them. Indeed, the origins of the scheme are to be found in the regular meetings between senior university officers and a group of local head teachers. At one of the meetings the headmasters noted that, despite initial difficulties, the work experience scheme with local industry was providing benefits to pupils in schools and wondered whether potential candidates for higher education might not benefit from a similar arrangement which could introduce them to university life.

Thus, in addition to the usual specialist lectures, visits to schools, and visits from schools, which are part of the recruitment programme, the university offered a sixth-form fortnight to local schools which was seen as providing a service to the lower sixth formers and to a work experience scheme and from which the university did not imagine itself benefiting other than in terms of its relationships with local teachers and its standing in the community.

The two-week period was in May and was chosen after careful consideration with both university and school staff. During the fortnight special subject courses were taught on alternate week days, with one week being allocated to arts and the social sciences and the other to mathematics and pure and applied science. The fortnight was designed, however, for pupils to come, if they wished, several times during the period to sample and explore the different departmental facilities and teaching styles. The courses taught were mainly what the university staff hoped were appropriately pitched treatments of conventional A level subjects with an opportunity also for the school staff to sample subjects like philosophy, geology and engineering which are more usually begun at university.

The planning of the fortnight was designed as far as possible to stimulate learning experience at a university. Thus, the vacation period, though attractive, was avoided, and school pupils shared the university and its departments with the normal student community. The arrangements were centrally administered, but close contacts with individual departments were maintained so that they could monitor the numbers expected and present their material in a variety of ways—large lectures, laboratory projects, seminars and tutorials.

Perhaps a useful aspect of the scheme was that all the departments involved in it prepared topics in advance for circulation to the schools so that the local teachers could set up the visits and so maximize their potential benefit. With the topics went recommended reading lists and, in one case, set essays. These essays were undertaken in school, forwarded to the university staff for marking and made ready for return to, and discussion with, the pupils when they attended the particular course. Thus, the arrangements for teaching were carefully planned to engage pupils, school staff and university staff and emphasized teaching and learning in the university.

Not surprisingly, therefore, those who participated, especially from the university side, were interested in the reactions and responses of those who attended and of the school teachers who were involved. Information about evaluation has been gathered directly from pupils' specially set essays reflecting on their experience, and from discussion with the local teachers. Since a few sixth formers politely thanked the university for its efforts, but firmly noted that its value had been to convince them that higher education was not for them, there is a hope, at least, that the others might have been equally frank!

The very great majority reported favourably on the experience. Most particularly the pupils appreciated the small group teaching and this was especially so when they felt confident that the university staff had taken imaginative account of the stage the pupils had reached in their A level courses. The pupils also valued highly the opportunities to meet undergraduates who, according to some essays, the pupils expected to be both dauntingly learned and remotely inaccessible! Lecturing staff's choice of material and teaching styles were assessed with a cheerful frankness which encouraged the belief that the respondents expressed compliments for a great deal in the university, and, second, of its situation as a class within the totality. It takes no great ingenuity to see that this complete Hegelianism of Marx leaves the door wide open for the dictatorship of the party (as the "beacon" of correct consciousness) over the proletariat.

Lukács has been much celebrated by "Western" Marxists for having deepened our understanding of Marxian dialectic. But the fact is that he did nothing of the kind—he simply replaced Marx's dialectic with a Hegelian one. This is, of course, to deny Marx's great debt to Hegel to respect precisely of dialectic. But a debt is one thing, especially when it is owed by an original thinker who significantly transforms what he inherits; consequent adoption is something else altogether. Lukács's claim (in "Moses Hess and the problems of idealist dialectics," 1926) that "methodologically [meaning: in respect of dialectic], Marx took over directly from Hegel" (Lukács's emphasis) is not only nonsense, but dangerous nonsense. It is nonsense because it is untrue; it is dangerous nonsense because it allows Lukács to replace Marx's dialectic with Hegel's. Marx's critique of political economy with Hegel's affirmative synthesis of culture, Marx's dialectic of revolution with Hegel's dialectic of reconciliation. It even allows him to parallel Hegel's adulation of Napoleon ("I saw the World Spirit riding on a white horse") with his own admiration for Stalin. As Löwy brings out very clearly, Lukács not only accepted Trotsky's reading of Stalin's rule as the Soviet Thermidor —he embraced it and went one step further, to seeing Stalin as the great realist who goes beyond both the heroic class *and* the terror of the revolution to its consolidation, in order to a whole-hearted accommodation with an unheroic present. Stalin-Napoleon emerges at last as the realistic and progressive consolidator of the new order. Pure Hegel. Lukács's "Marx" gives his dialectical blessing to the dictatorship of the party over the proletariat.

Arato-Breines and Löwy give very different accounts of Lukács's odyssey, though both are much less harsh on Lukács than I have been. Arato and Breines's account is dense, analytical, and politically extremely honest. It dissects Lukács's theories about the proletariat and about the party and labels them, correctly, as "myths". That is a judgment derived not only from their systematic analysis of *History and Class Consciousness*, but also from their own painful experience of an American "New Left" in search of coherent and relevant radical theory. Löwy's book is written with enormous flair; it is wide-ranging and ambitious (about a third of it consists of a sketch for a sociology of the anti-capitalist intelligentsia); it is learned and lucid; but it is also specious. Its speciousness results from Löwy's determination to write "not only a Marxist study of a Marxist thinker, but a Lukácsian analysis of Lukács" (page 10). What this means in practice, so far as I can see, is that Löwy resorts to the Hegelian hocus-pocus of "*Aufhebung*" whenever he wants to present a given position of Lukács as rational, cogent, consistent and "superior". "*Aufhebung*", a process invented by Hegel and, in its Hegelian focus, rejected by Marx, is the process of overcoming contradiction by moving to a higher level of conceptualization, to a concept which at once preserves the two contradictory (lower-level) concepts (by incorporating them) and, by taking them up into itself, abolishes them as concepts in their own right.

Whenever Löwy wants to show how singularly trenchant a Lukácsian position is, he first presents the mutually contradictory positions, on the same issue, held by two other Marxist theorists; then he exhibits Lukács's position as an "*Aufhebung*" of those two. But, of course, once I have decided that I wish to consider a certain view as superior to others, I can always (with a little luck and some ingenuity) find two contradictory positions entertained by some two other theorists; the position I wish to endorse can then be presented as an "*Aufhebung*" of the other two. This device can also be used to "show" that a later view is the dialectical — hence rational—sequel to an earlier one: thus Löwy speaks of Lukács's sudden and apparently ungrounded conversion to "the cause of the proletariat" as an "*Aufhebung*". The irrational" becomes" rational.

Whether it was an "*Aufhebung*" or not, Lukács's conversion from Romanticism to Bolshevism left him with an uncomfortable Romantic heritage to dispose of. In due course he disposed of it—in *The Destruction of Reason*, recently published in a distorted English translation by Peter Palmer. In the 850 pages of *The Destruction of Reason* Lukács gets rid of his own bad conscience. The book is a wholesale condemnation of every single one of the heroes and influences which the Romantic youth—the tortured "existentialist" souls of the time when Lukács cared about souls; the passionate Romantic enemies of dehumanized bourgeois civilization from whom he had learnt when he still cared about dehumanization; the bourgeois sociologists who had taught him how to criticize bourgeois society.

All of them—all of them, including the not-so-terribly irrationalist Max Weber—are convicted of the crime of irrationalism, and made intellectually responsible for Adolf Hitler. If one asks, as one must, by whose standards even Max Weber stands condemned as an irrationalist forebear of Nazism, the answer—unsurprisingly—is: by Hegel's. It is Hegel's conception of reason which Lukács now holds up as the sole sufficient standard by which to condemn every single thinker who falls short of realizing that the only road to truth (and therefore the only rational path) is the road travelled by Hegelian dialectics. In order to condemn his own "misspent" youth, Lukács now indicts every one of his early intellectual companions—and those especially from whom he had learnt the most.

The Destruction of Reason is Lukács's ultimate act of obeisance to the Hegelian God of Reason. It is Lukács's equivalent of Stalin's "Treason Trials", in which so many of the heroic revolutionary companions of Stalin's youth were falsely accused, and condemned to death. *The Destruction of Reason* is the last and plainest fruit of Lukács's infatuation with power. It is a mercy that Lukács then, as at other times, wielded the power only of the pen, not the sword.

Dr Lubasz is reader in the history of ideas at the University of Essex.

BOOKS

The philosophical odyssey of a 'Western' Marxist

The Young Lukács and the Origins of Western Marxism
by Andrew Arato and Paul Breines
Pluto Press, £10.00 and £4.95
ISBN 0 86104 096 1 and 097 X

Georg Lukács: from Romanticism to Bolshevism
by Michael Löwy
translated by Patrick Camiller
New Left Books, £10.95
ISBN 0 86091 003 2

The Destruction of Reason
by Georg Lukács
translated by Peter Palmer
Merlin Press, £12.50
ISBN 0 85036 247 4

by Heinz Lubasz

Partisan ingenuity and tacit consent have in recent years conspired to identify something called "Western" Marxism. Its stars range from Georg Lukács and Ernst Bloch through the Frankfurt school triumvirate of Horkheimer, Adorno and Marcuse, to Merleau-Ponty and Sartre. The label at once strikes one as odd. Marx and Engels themselves were assuredly "Western" — in that sense Marxism has therefore been "Western" all along; Lukács, the founding father of "Western" Marxism, was born in Budapest and spent the whole of his Marxist career in Hungary and Russia — which should presumably make his Marxism "Eastern". If, perchance, the label is supposed to distinguish a critical Marxism from establishment Soviet Marxism, it is equally unfortunate: there has never been a more Stalinist theorist than Lukács himself. One is inclined to conclude that the geographical label is a neutralizing disguise for a school of Marxist thought which is wholly philosophical and heavily Hegelian. Since Marx roundly condemned Hegel for being the official philosopher of Prussian reaction, and expressed his contempt for philosophical theorizing as a tool of social analysis ("philosophy stands to the study of the real world much as masturbation stands to sexual love"), it may be that "Western Marxism" looks like a safer bet than "Hegelo-Marxism". But a Hegelian Marxism is what it—and Lukács—is all about.

The philosophical odyssey of "Western" Marxism's *spiritus rector* abounds in clues to the school of thought which bears the label. Born into the high bourgeoisie (his father was director of Hungary's premier bank and acquired a noble title—Georg *von* Lukács), Lukács was until his thirty-fifth year (1919) a romantic critic of bourgeois culture. His early writings (*Soul and Form*, 1910; *The Theory of the Novel*, 1915) were trenchant analyses of the banality and the dehumanizing thrust of bourgeois society, which he saw as destroying the wholeness and the autonomy of the individual soul. His spiritual heroes were Kierkegaard, Dostoevsky, Tolstoy; his philosophical roots lay in Fichte, Schopenhauer and Nietzsche; and he learned his sociology from those relentless critics of the spirit of capitalism, Tönnies, Simmel and Max Weber. He brought to literary criticism an ethically rooted sociological perspective which made every essay a stinging rebuke to the bourgeoisie. But—and this is the telling fact that the professed continuity in impassioned cultural anti-capitalism remained a wholly bourgeois anti-capitalism. There is no trace of socialist commitment in the young Lukács, let alone an interest in the working class, which he regarded as dehumanized and lifeless.

His sudden conversion to "the cause of the proletariat" in the winter of 1918-19 therefore looks like a completely arbitrary, irrational leap. Both Arato-Breines and Löwy imply that it had to make it look less arbitrary than it was and concerned as they are somehow to justify it, overlook what seems to me the much more important issue, namely, what precisely was it that Lukács was converted to and why, but then, the answers to these questions pinter very much if we are to understand the nature of Lukács's trajectory from Romanticism to Stalinism, and to grasp its inherent consistency. What Lukács was converted to in 1918-19 was not a concern with the condition of the working class but a commitment to "the cause of the proletariat". And the reason the conversion occurred when it did is that "the cause of the proletariat" as represented by Lenin and the Bolsheviks had just emerged as a tangible force in world history. The proletarian critic of bourgeois culture suddenly saw before him an organized force committed to the overthrow of capitalism: power.

I have put "the cause of the proletariat" in quotation marks throughout in order to distinguish it from the interests of the working class. This distinction, in turn, is introduced not to cast doubt on Lenin's commitment but to shed some light on the nature of Lukács's. What Lukács saw in "the cause of the proletariat"—and his perception is precisely pragmatic for "Western" Marxism—was not an aid to capitalist exploitation or a breakthrough to autonomy, but a total cultural transformation. Löwy puts it succinctly:

> Before 1918, Lukács's thought bore the marks of a tragic antinomy between values and reality, culture and capitalism, human personality and economic reification . . . In 1918-19, Lukács came to understand that the proletariat had the capacity to resolve the antinomy by destroying capitalist reality, suppressing reification, realizing authentic values, and bringing a new culture into existence. (page 142).

Lukács's friend Paul Ernst attributes the following view to Lukács at the time of the October Revolution:

> The Russian Revolution is an event of whose European significance we do not yet have so much as an inkling; it is just taking its first steps to lead humanity beyond the bourgeois social order . . . towards a free world in which the spirit will once again rule, and the Soul will at last be able to live. (Quoted by Löwy, page 123).

We may note in passing that this messianic expectation assigns to the proletariat the task of realizing the *bourgeoisie's*—or at any rate, Lukács's—values. The world-historical mission of the proletariat is, in Lukács's view and in the views of most "Western" Marxists, to create that better world they can imagine but lack the power to bring into existence.

But the important point is that the power to accomplish this grand transformation lay, in 1918 and increasingly thereafter, not with the proletariat as a class but with the communists as a party. That is why, once he had embraced the highly abstract, culture-transforming "cause of the proletariat", Lukács looked to the party, and ended up as champion of Stalinist "realism". The passage from Romanticism to Bolshevism, so implausible on the face of it, finds its explanation in the logic of power. It is the logic of power that taken Lukács from the tragic vision of his early years—the vision of a world root asunder into the antinomies of values and reality, personality and reification—through a messianic revolutionism, to the justifying of Stalinism as a realistic "reconciliation" with the world as it is. Philosophically, Lukács accomplishes this journey by adopting the dialectical logic of a thinker who, more than a hundred years earlier, had travelled a very similar road—Hegel, that violator of power (as Professor Michael Theunissen has recently shown him to be.)

Lukács's conversion to "the cause of the proletariat" coincided, as both Arato-Breines and Löwy indicate, with his rejection of the romantic objectivist Fichte in favour of Hegel, the theorist of the idealist subject-object which has the inner a power to actualize itself, and does actualize itself in traversing its dialectical path to becoming in actuality what it already is potentially. In his most brilliant work of theoretical Marxism, *History and Class Consciousness* (1923), Lukács identifies the proletariat as the idealist subject-object of history, and so anchors the ultimate triumph of "the cause of the proletariat" in the logical certainties of Hegelian dialectic. Neither Arato-Breines nor Löwy, for all their skilful analyses, bringing out the radical recasting of Marxian theory which is here accomplished: the proletariat, which with Marx is very much the historically specific product of an historically specific mode of production, is transformed into a pan-historical ontological entity. In consequence, the whole of Marx's painstaking, empirically-grounded social and economic analysis of the real situation of the proletariat within the capitalist mode of production is cast aside. In its place Lukács puts a proletariat which is so completely divested of any real characteristics that its class consciousness can actually be simply ascribed to it proletarian class consciousness is now the consciousness the proletariat would have if it were fully conscious, first of itself as a class, and second, of its situation as a class within the totality. It takes no great ingenuity to see that this complete Hegelianism of Marx leaves the door wide open for the dictatorship of the party (as the "beacon" of correct consciousness) over the proletariat.

Lukács has been much celebrated by "Western" Marxists for having deepened our understanding of Marxian dialectic. But the fact is that he did nothing of the kind—he simply replaced Marx's dialectic with a Hegelian one. This is, of course, to deny Marx's great debt to Hegel to respect precisely of dialectic. But a debt is one thing, especially when it is owed by an original thinker who significantly transforms what he inherits; consequent adoption is something else altogether. Lukács's claim (in "Moses Hess and the problems of idealist dialectics," 1926) that "methodologically [meaning: in respect of dialectic], Marx took over directly from Hegel" (Lukács's emphasis) is not only nonsense, but dangerous nonsense. It is nonsense because it is untrue; it is dangerous nonsense because it allows Lukács to replace Marx's dialectic with Hegel's. Marx's critique of political economy with Hegel's affirmative synthesis of culture, Marx's dialectic of revolution with Hegel's dialectic of reconciliation. It even allows him to parallel Hegel's adulation of Napoleon ("I saw the World Spirit riding on a white horse") with his own admiration for Stalin. As Löwy brings out very clearly, Lukács not only accepted Trotsky's reading of Stalin's rule as the Soviet Thermidor —he embraced it and went one step further, to seeing Stalin as the great realist who goes beyond both the heroic class *and* the terror of the revolution to its consolidation, in order to a whole-hearted accommodation with an unheroic present. Stalin-Napoleon emerges at last as the realistic and progressive consolidator of the new order. Pure Hegel. Lukács's "Marx" gives his dialectical blessing to the dictatorship of the party over the proletariat.

Arato-Breines and Löwy give very different accounts of Lukács's odyssey, though both are much less harsh on Lukács than I have been. Arato and Breines's account is dense, analytical, and politically extremely honest. It dissects Lukács's theories about the proletariat and about the party and labels them, correctly, as "myths". That is a judgment derived not only from their systematic analysis of *History and Class Consciousness*, but also from their own painful experience of an American "New Left" in search of coherent and relevant radical theory. Löwy's book is written with enormous flair; it is wide-ranging and ambitious (about a third of it consists of a sketch for a sociology of the anti-capitalist intelligentsia); it is learned and lucid; but it is also specious. Its speciousness results from Löwy's determination to write "not only a Marxist study of a Marxist thinker, but a Lukácsian analysis of Lukács" (page 10). What this means in practice, so far as I can see, is that Löwy resorts to the Hegelian hocus-pocus of "*Aufhebung*" whenever he wants to present a given position of Lukács as rational, cogent, consistent and "superior". "*Aufhebung*", a process invented by Hegel and, in its Hegelian focus, rejected by Marx, is the process of overcoming contradiction by moving to a higher level of conceptualization, to a concept which at once preserves the two contradictory (lower-level) concepts (by incorporating them) and, by taking them up into itself, abolishes them as concepts in their own right.

Whenever Löwy wants to show how singularly trenchant a Lukácsian position is, he first presents the mutually contradictory positions, on the same issue, held by two other Marxist theorists; then he exhibits Lukács's position as an "*Aufhebung*" of those two. But, of course, once I have decided that I wish to consider a certain view as superior to others, I can always (with a little luck and some ingenuity) find two contradictory positions entertained by some two other theorists; the position I wish to endorse can then be presented as an "*Aufhebung*" of the other two. This device can also be used to "show" that a later view is the dialectical — hence rational—sequel to an earlier one: thus Löwy speaks of Lukács's sudden and apparently ungrounded conversion to "the cause of the proletariat" as an "*Aufhebung*". The irrational" becomes" rational.

Whether it was an "*Aufhebung*" or not, Lukács's conversion from Romanticism to Bolshevism left him with an uncomfortable Romantic heritage to dispose of. In due course he disposed of it—in *The Destruction of Reason*, recently published in a distorted English translation by Peter Palmer. In the 850 pages of *The Destruction of Reason* Lukács gets rid of his own bad conscience. The book is a wholesale condemnation of every single one of the heroes and influences which the Romantic youth—the tortured "existentialist" souls of the time when Lukács cared about souls; the passionate Romantic enemies of dehumanized bourgeois civilization from whom he had learnt when he still cared about dehumanization; the bourgeois sociologists who had taught him how to criticize bourgeois society.

All of them—all of them, including the not-so-terribly irrationalist Max Weber—are convicted of the crime of irrationalism, and made intellectually responsible for Adolf Hitler. If one asks, as one must, by whose standards even Max Weber stands condemned as an irrationalist forebear of Nazism, the answer—unsurprisingly—is: by Hegel's. It is Hegel's conception of reason which Lukács now holds up as the sole sufficient standard by which to condemn every single thinker who falls short of realizing that the only road to truth (and therefore the only rational path) is the road travelled by Hegelian dialectics. In order to condemn his own "misspent" youth, Lukács now indicts every one of his early intellectual companions—and those especially from whom he had learnt the most.

The Destruction of Reason is Lukács's ultimate act of obeisance to the Hegelian God of Reason. It is Lukács's equivalent of Stalin's "Treason Trials", in which so many of the heroic revolutionary companions of Stalin's youth were falsely accused, and condemned to death. *The Destruction of Reason* is the last and plainest fruit of Lukács's infatuation with power. It is a mercy that Lukács then, as at other times, wielded the power only of the pen, not the sword.

Dr Lubasz is reader in the history of ideas at the University of Essex.

"Lukács's 'Marx' gives his dialectical blessing to the dictatorship of the party over the proletariat."

Webster's power game

continued from page 14

> Lay in my way unto this marriage,
> I'd make them my low sackes . . . (1.1.344)

to the equally proud mercy of her fears, at the sight of the cords and coffin borne into her "last presence chamber":

> I have so much obedience in my blood,
> I wish it in their veins to do them good (4.2.169-70)

According to Thomas Middleton, the audience had wept. The sight of the Duchess's still living body melts her brother and converts Bosola, the hired cop and assassin, into a miracle proclaims her justification.

If any explanation could be found for the flowering of Webster's genius in the years 1611-14, it would probably lie in his reading. The scandal even most likely to preclude tragedies of court corruption was the Overbury murder. Robert Carr, the King's favourite, had become entangled with Frances Howard, Countess of Essex, during her youthful bridegroom's absence abroad: on his return in 1609, the storm broke.

Webster dedicated his memorial poem for Prince Henry to Carr at the end of 1612, much as Overbury gave him the Character of "The Wife" — to provide him with models of virtue that would deter him from his course. But Frances gained her divorce in September 1613, the month in which Overbury was murdered in the Tower. Overbury's father was a member of the Middle Temple, and in 1615 Webster edited the *Characters*, and Ford wrote a poem on Overbury. In 1616 Robert Carr, Earl of Somerset, and Frances, Countess of Somerset were found guilt of the murder of Sir Thomas Overbury, and were sentenced to death; being later reprieved by James.

Eight years after the success of *The Duchess of Malfi*, Thomas Drue was to write a play on *The Duchess of Suffolk*, whose story strikingly resembles Webster's and who had appeared among Foxe's Martyrs. After the death of her husband, this royal lady had also married her steward; both had been driven from England to suffer with their infants, great herdsmen, till restored by the accession of Elizabeth I. In the same year as the great success of Drue's play, Webster published his own *Duchess of Malfi*, in which therefore he must have retained some proprietary interest. Both could be seen as part of anti-Spanish feelings that prevailed in the City of London, at the time when a Spanish marriage was being proposed for the Prince of Wales.

On the death of his father, shortly after the first production of *The Duchess of Malfi*, Webster should have inherited a substantial patrimony; his later plays appear occasional works, written largely for the benefit of his friends in Queen Anne's Men; more especially when they moved to their own indoor theatre, The Cockpit, the first playhouse to appear on the historic site of Drury Lane, and, as it survived to the Restoration, the prototype of modern theatre in England.

In publishing *The Devil's Law Case*, obviously another showpiece for Perkins, Webster dedicated it to Sir Thomas Finch, grandson of Queen Elizabeth's Vice-Chamberlain. The reason for the dedication however was not his lineage but his address, for Sir Thomas lived in Drury Lane, and evidently supported the new theatre against local opposition.

The play contains a set of farcical enlargements or caricatures of some features of the author's own life: the hero is a rich young merchant who seduces a nun. In her recent study of "Thomas Middleton, *Puritanism and Theatre* (Cambridge 1980), Margot Heinemann defined his City Tragedy" as a dramatization of social mobility, its preservation of sex and marriage, its ethical and religious overtones" (p.173).

Webster had preceded Middleton by a decade in his concern with the role of women in society, the relation of marriage to money affairs. In Middleton's greatest tragedy, *The Changeling*, the exact element is provided by the subplot of the madmen, chiefly the work of a collaborator Rowley (who also collaborated with Webster and wrote Queen Anne's Men); developed from the masque of madmen in Webster's *Duchess of Malfi*. In Middleton the character development is firm, much of the writing in prose, the tone studiously restrained.

Webster's latest publication was the *Lord Mayor's Triumph* which he devised in 1624 for the installation of Sir John Gore, Merchant Taylor. Middleton, the usual pageant writer, was in hiding after the scandalous success of his anti-Spanish play *The Game at Chess*. For *Monumentals of Honour*, Webster did some careful work on the history of his company to find examples of men who had risen from humble beginnings to positions of power: this is the "Merchant Taylors' honour" exemplified in their motto, "*Concordia parvae res crescunt*." By unity the smallest things grow great.

The eight kings who had been free of the Merchant Taylors, seated in the Chariot of Honour, represent this motto; but the dominant feature of the whole procession was the figure of the late Henry, Prince of Wales, dead 12 years since, but remembered as a strong opponent of his father's pro-Spanish policies. Riding also in the procession was the figure of Anne of Bohemia, Queen of Richard II, who had been free of the company, but whose ensign would surely recall that other Queen of Bohemia, betrayed of the Lowlands, the Princess Elizabeth, now exiled in The Netherlands after being driven from her country. This allusion, but eloquent, forms combined a rebuke to the ignoble policies of James's last years. England was passing from the age of Shakespeare to the age of Milton; indeed, had to the age of Milton, indeed, had Webster would walk in the procession in his Merchant Taylor's livery, so among the senior school boys of St Paul's following the Mercers' Company, there might have been seen the future author of *The Empire of Kings* and *Magistrates*.

The author was Master of Gonville and Caius College, Cambridge, and Regius Professor of English at Cambridge. Her new book John Webster: Citizen and Dramatist was published by Weidenfeld and Nicolson yesterday (£10). A second edition of an earlier book, Thomas Middleton and Jacobean Drama in Elizabethan Tragedy was published yesterday by Cambridge University Press (hardback £12.50, paperback £5.50). This year is the 400th anniversary of Webster's birth.

BOOKS

Rabies reservoirs

Rabies and Wildlife: a biologist's perspective
by O. W. Macdonald
Oxford University Press, £10.00 and £3.95
ISBN 0 19 855767 X and 857576 9

Pest control has many facets. One feature common to vertebrate pests is the difficulty of achieving the desired degree of their control. Although the red fox is not to be regarded as a pest wherever it exists, in developed countries it can only but be a pest if it embodies a rabies reservoir—as it does throughout much of its range in the northern hemisphere. At present there is little alternative course of action to eliminating the real villain, rabies virus, other than to destroy its main hosts or vectors. In his book Macdonald pleads that on several scores some effective and safe alternative is needed.

Macdonald ranges widely and draws on a great many sources (not all of which are acknowledged in the bibliography). He introduces the reader to wildlife rabies gently and deals briefly with the medical aspects. He then launches into the main body of the book which contains a bewildering array of facts pervaded by sound comment. He deals with the epidemiology of fox rabies, aspects of the biology of the fox of relevance to rabies control and methods of rabies control in the context of fox behaviour. After a consideration of other wild rabies vectors he ends with a chapter on methods of rabies control alternative to killing the vectors. It is a logical sequence, well and liberally illustrated with figures and tables. The book suffers some disorder, however, as it is not organized under headings. The reader tends therefore to become bemused by the many but nevertheless interesting asides which should belong elsewhere in the book. It gives the impression of being written in a hurry.

There is a tendency to sweeping statement and overstatement, for example—"Rabies is a more stringent method of fox control than any yet devised by man", despite the fact that by using poison man has eliminated one entire species of fox, *Dusicyon australis*, on the Falkland Islands. One wonders also if Macdonald has fallen into one of the many pitfalls that beset the rabies literature researcher; was the Governor General of Canada, who died of rabies, and the Duke of Richmond, who suffered the same fate, one and the same person?

Macdonald's style copes elegantly with intricate and tedious aspects but one wonders for whom the book is written: to choose some examples, antigen and antibodies, and myelin sheaths are explained for the uninitiated but heuristic, fictitious and statistical communication theory are not. Where computer modelling is discussed (at length and with examples), those of us who were not introduced to computers at a tender age will be hard put to understand the value of simulations.

It is the author's view that any wildlife management problem can and should be tackled only on the basis of a thorough understanding of the behavioural ecology of the species involved. Although this is doubtless true the author would disclaim this as a new concept. The scientific basis for population management has been the subject of research and development, internationally for a great many years, whatever is being managed, exploited or controlled. The cover also makes the point that in some areas or circumstances the shots are fired before the questions are asked, but those with a rabies problem are in the uncomfortable position of having to deal with it intuitively because field research produces results but slowly. However, the red fox is now the subject of considerable international research and Macdonald's work at Oxford is in the forefront of research on the behavioural ecology of the fox.

The development of Macdonald's thesis is that the physical removal of foxes as a method of rabies control is doomed to failure and that the use of vaccination to effectively remove the fox as a vector, is a more acceptable method from all points of view. The behaviour and ecology of the fox is clearly of importance to the dynamics of such an idea, but so also is the behaviour and ecology of the virus; far from being a stable entity the virus itself is liable to change.

Research on an oral vaccine for foxes—under way for some twenty years—is currently at an exciting stage but its use would only become widely accepted if a useful but harmless agent can be developed. Sterilization or the suppression of breeding, also thrown in as a potential method of combating rabies, has long been the subject of research in North America. Less interest has been shown in it, however, as without a selective baiting technique its effects could be indeterminate. Sterilization as a population management tool is even longer term than oral vaccination; even if a higher proportion of foxes were successfully sterilized annually, several years might elapse before the desired objective was reached.

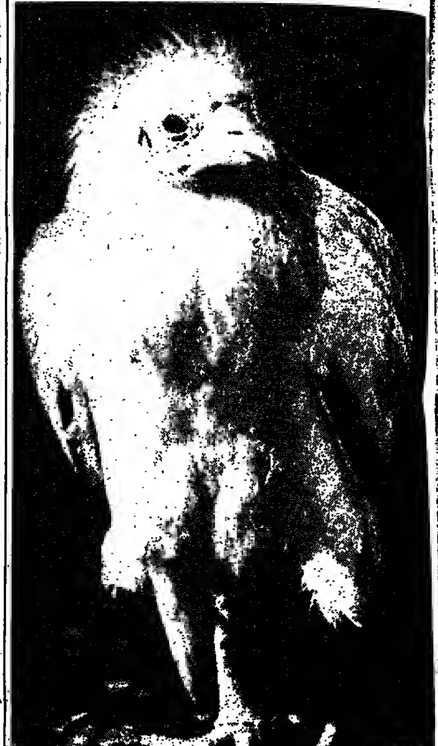
Macdonald's book is not parochial and considers different vectors and rabies problems in many countries. It is the fox, however, that receives the greater share of attention. At home (where rabies is absent) he gives a clear, concise and objective account of the problems of eliminating the disease should it reach here. However, until a safe oral vaccine is developed we are faced with contingency plans aimed to eliminate infected foxes by slaughter. The quickest, most effective and safest way of doing this will be ever subject to modification as the researches of biologists like Macdonald unravel more of the behaviour of the fox pertinent to its control.

The book hints at many loose ends in our understanding of the fox. However, the main area in which there is little factual information and which has to some extent been overlooked is the dynamics of the disease in any natural population. Much of the available information on rabies epidemiology is obtained indirectly at present, but a close study of a healthy population of foxes and other mammals which will later become infected as rabies sweeps into the area is a clear requirement to a proper understanding of the propagation and effect of the disease.

Whether or not all readers will be able or wish to follow all of the discussions and explanations put forward in this book, most of them will be delighted by the interesting and sometimes unique photographs of Macdonald's foxes and be intrigued by his observations on fox behaviour at Oxford—including a fascinating glimpse of a story which I hope will be revealed fully in due course. The book will be of value for anyone with a professional interest in rabies. Its bibliography contains key references to many aspects of rabies and its control. There are many small errors of fact, a jumbled reference or two, and some irrelevancies, but these criticisms do not detract from a very useful and different contribution to the literature on rabies.

H. G. Lloyd

H. G. Lloyd is a research worker at the Pest-Infestation Control Laboratory of the Ministry of Agriculture in Lindrindod Wells.



Egyptian Vulture. Taken from: The Birdwatcher's A-Z, by Alan J. Richards published by David & Charles at £14.95.

Flood of new texts on Fortran programming

Fortran for Students
by Roger Hutty
Macmillan, £3.95
ISBN 0 333 25331 0

Fortran 77, featuring structured programming
by Loren P. Meissner and Elliot I. Organick
Addison-Wesley, £9.10
ISBN 0 201 05499 X

Programming in Standard Fortran 77
by A. Belfour and D. H. Marwick
Heinemann Educational, £9.50 and £4.50
ISBN 0 435 77485 9 and 77486 7

Fortran is a programming language which arouses great passion. It is beloved of physicists and engineers, detested by computer scientists. At one extreme some of the former will bitterly resent even the suggestion that they might try something else, being oblivious to Fortran's many defects or, worse, aware of them but not prepared to acknowledge that they matter. At another extreme, some of the latter (like total abstinence fanatics of other kinds, will go to great lengths to ensure that their students avoid the faintest contamination—which can result in severe culture shock when those so protected emerge into the outside world.

The size of the former group has reduced the appearance over the years of a steady stream of introductory Fortran texts. It would be the labour of a latter day Hercules even to list them all. In the mid-1970s it became difficult to see how authors could justify yet another, either to themselves or to publishers, yet the stream continued to flow. At the moment, however, the recent adoption of the new standard, Fortran 77, does provide good reason for new titles or new editions, since this is sufficiently different from its 1966 predecessor to make it worthwhile. These three books reflect this, two being specifically on Fortran 77, while the third, by Roger Hutty, deals with both the old and the present standards. Meissner/Organick is a revised version of earlier Fortran texts by the same authors. Belfour/Marwick is new.

Hutty's book (99 pages) is written primarily as a self-instructional text but—as the author rightly emphasizes—under tutorial supervision rather than independent study. It uses the time-honoured method of starting with simple programs and working on new facilities as the need arises. It is a method honoured by not much else. Many have used it, including myself, but have abandoned it because of its manifest inadequacies. There are good grounds for believing that the excellently low standard of (particularly) Fortran programming is largely due to it.

To this book, the questions of problem analysis and program design are dismissed in a few lines and are only seriously discussed in a couple of paragraphs much later on, after subprograms have been dealt with. In contrast, Meissner/Organick has several pages on such questions, and Belfour/Marwick a whole chapter, before the language is tackled. Hutty does provide snippets of good advice as it proceeds (though also other of a different kind, particularly some very ill-advised remarks about looping), but it would need a tutor of great experience and competence, more than would be felt to expect of a student demonstrator, to pick these out, stress their importance, and make of them a coherent whole. A good many sensible suggestions are presented without any explanation of "why": advice given in that way is usually largely wasted, and it was a mistake to leave the "why" to the tutors.

Facilities are presented in terms of the old standard, with Fortran 77 added as a section at the end of the chapter, making these read like afterthoughts. This impression may be false, but if so the author has only himself to blame. His arithmetic for quoted textual strings to formats have been widely implemented for years. There are also powerful arguments for introducing selection by block-IF, even though it may be necessary then to translate into IF-GOTO because the available compiler will not accept it. In fact, Fortran 77 compilers are now becoming available, and the new standard is sufficient of an improvement on its predecessor that this should be encouraged.

A new book in 1980 based mainly on 1966 Fortran is an anachronism, whatever its quality.

I regret having to be so critical, because the author's writing style is clear, crisp and stimulating, and at least he does stick to the standards, unlike some of the more Augean Fortran texts of the past. I hope he will be encouraged to write more, because his style, allied to suitable content and approach, could produce something really first rate. For the time being, however, I have to say that if you are stuck for the present with the old standard and want a beginner's text in this price bracket, try Edward James's *Principles of Programming: an introduction with Fortran* (Pitman, 1978).

If you are fortunate enough to have Fortran 77 available or imminent, however, either of the other two books are worth serious consideration. They have many similarities. Both are clear, readable and comprehensive, suitable as background texts for a course (though not for a supervised self-instructional course like Hutty style) and for a later reference. Both emphasize, and properly explain, the need for careful analysis and design, and good style. Loren Meissner's position as secretary of the Fortran standard committee is a guarantee of authenticity, but Belfour/Marwick, which has clearly also been written from the language definition as all such books should be, seems equally accurate. Both have summaries of the actual standard itself and of the differences from the 1966 standard. Both have plenty of examples and exercises. To choose between the books, it is necessary to concentrate on where they differ.

The most obvious difference is that Meissner/Organick uses flowcharts whereas Belfour/Marwick, in line with modern fashion, does not, instead using a semi-formal "algorithmic description language". I am not much of a one for flowcharts myself, but I do not see why those who find them a help in visualizing the structure of a problem should be deprived of them. The argument that they encourage poor structure and the use of GOTO is at least very shaky—you could equally well argue that a simple, untangled diagram helps to ensure good structure. Curiously, enough, Belfour/Marwick's summary of the standard includes reproductions of the language syntax diagrams which are no more than specialized flowcharts! Meissner/Organick provides a verbal summary of the standard covering both syntax and semantics.

The charts account for each of Meissner/Organick's greater length (500 pages), but in 388 pages Belfour/Marwick provides 52 pages of solutions to exercises, as opposed to none in the other book. The only six in the other book are typesetting and layout in Meissner/Organick are distinctly better.

The last noteworthy difference is one which for many may be the most important of all—the price. The paperback Belfour/Marwick represents very good value by today's standards, which may well be enough on its own to prove to the clincher as far as recommendation to students is concerned. But both books are worth careful, but both books are worth "short list". If you want something on Fortran 77 which is shorter, simpler and less comprehensive, you'll have to wait but don't worry, if the past is any guide there will be plenty more texts to choose from before long.

Brian Meek

Brian Meek is Director of the Computer Unit at Queen Elizabeth College, London.

BOOKS

Botanical voyages

Sir Joseph Banks: eighteenth century explorer, botanist and entrepreneur
by Charlee Lyte
David and Charles, £10.50
ISBN 0 7153 7884 8

Science and Colonial Expansion: the role of the botanical gardens
by Lucile H. Brockway
Academic Press, £11.80
ISBN 0 12 134150 X

Sir Joseph Banks was for some 40 or more years, until his death in 1820, the virtual though purely unofficial ruler of Kew Gardens, where one of his main concerns was the despatch (often at his own expense) of collectors to all parts of the world, it might have been expected that some part of the contents of these two books would cover the same ground. In fact, however, Kew's main contribution to the spread of economic botany was not made until the age of the Hookers in the mid-nineteenth century and later; Banks therefore plays only the smallest part in Lucile H. Brockway's *Science and Colonial Expansion: the role of the botanical gardens*.

Nor could two books possibly be more different in every respect. Charles Lyte's *Sir Joseph Banks* is directed at the general reader: for instance, he even feels it necessary to explain what a cryptogam is. It is lucidly, if not very stylishly written—the constant use of very short paragraphs, more commonly associated with the novelette, is very irritating; but since the author, as he freely acknowledges, has had the assistance of that great authority on Banks and his world, Dr Kerry Lysaght, it is in the main accurate and reliable. It can safely be recommended to any reader who has no previous knowledge of the life of its hero and desires an easy and painless introduction to him.

Almost half the book is, of course, devoted to Banks's great voyage of discovery with Cook in the *Endeavour* (1768-71). This has received a very great deal of attention of late, though principally in expensive and excessively expensive works; in fact the latest, which is to be published in 24 parts between 1980 and 1986 and deals only with the engraving made after the paintings of Sydney Parkinson, the botanical and zoological artist engaged by Banks to accompany the expedition, will eventually have cost the almost unbelievable sum of about £50,000! In view of the importance of Parkinson's contribution, it seems a pity that Mr Lyte has not seen fit to devote more space to him (and to Spilsbury, who writes "Sporing"), who also played a valuable role after the untimely death of the epileptic Alexander Buchan, the figure and topographical artist. As Banks lamented in his journal:

"I sincerely regret him as an ingenious and good young man, but his Loss to me is irretrievable my airy dreams of entertaining my friends in England with scanes I am to see here are vanished. No! account of the figures and dresses of men can be satisfactory unless illustrated with figures: had providence spard him a month longer what an advantage would it have been to my undertaking . . ."

The late Sir Osbert Sitwell described himself in *Who's Who* as having been educated "during the holidays from Eton". Banks might almost equally have claimed education "during the holidays from Harrow and Eton", having been transferred from the former, where he learned nothing, to the latter, where he learned more from old women collecting "simples" by the Thames and from a copy of Gerard's *Herball* than from his official tutors. His passion for botany was firmly established by the time he reached Oxford, where he found the subject so neglected that he was obliged to import a teacher from Cambridge. He was 18 when his father died, leaving him immense wealth which enabled him, after coming down, to make in 1766 an expedition to Newfoundland and Labrador. Dr Lysaght has devoted to this voyage a definitive 500-page monograph that has provided Mr Lyte with all the material necessary for a short chapter entitled "Exploring in Eskimo-land".

Banks was only 25 when he sailed with the *Endeavour*, Cook already 40, and the difference in the characters of the two men, which the age-gap only served to emphasize, becomes very apparent when we study their respective journals. Banks got on admirably with people, and in Otaheiti (Tahiti) and other of the Society Islands joined eagerly in all the fun with the natives, even allowing himself to be tattooed (though not, as was usual, on the buttocks) and readily accepting the advances of the women. While still at the university he had been notorious for his wenching; according to a contemporary article in the *Town and Country Magazine* for 1775, "Oxford echoed with his amours, and the bed-makers of (Christ Church) College have given the world some testimonials of his vigour."

Thanks to Banks's journal, even the most pedestrian author could hardly fail to write entertainingly about the highlight of the voyage—the time spent among these bewitching islands. On board, any excuse was taken to have a "party" which almost invariably ended in general intoxication and a good deal of horseplay. This sometimes went too far, and on one occasion a sailor had an ear cut off while he lay in a drunken stupor. Inevitably the latter part of the voyage, important though it most certainly was, reads as something of an anticlimax, and the triumph of their homecoming was much diminished by the many deaths due to fever caught by almost all the ship's company in Batavia.

The survivors reached England in June 1771, and I pause to shed a tear for poor Harriet Blosset, the "girl he left behind him" to whom Banks had been betrothed. For three whole years she had been embroidering waistcoats against his return; but only to find herself jilted. According to Thornton (of *The Temple of Flora* fame), "Some people are ill-natured enough to say that, vitiated in his taste by sensual intercourse with elegant women of Otaheiti . . . her lover now preferred a flower, or even a butterfly, to her superior charms": So he sold her off, took a mistress, and eventually married "a weighty lady (who) had instead of ten, sixty thousand pounds; and double that sum might not have procured her any other husband". He died without legitimate issue.

Banks almost come to accompany Cook on his second voyage, but negotiations broke down and instead he took a four-month charter on a 390-ton brig, the *Sir Lawrence*, and in 1772 sailed for Iceland. En route he visited (indeed, discovered) Staffa, and in Iceland climbed to the summit of its famous volcano, Mount Hekla.

Although he was still only in his late twenties, he proved to be his last adventurous journey. Henceforth he was to send out others to carry the torch he had lit.

But Banks, like King George III with whom he was to form a close and mutually profitable friendship, still had nearly half a century of life remaining to him, though that of the former was ultimately to become debilitated because of gout, and of the latter clouded by insanity. Banks became indeed, to George III who "loved Lord Bute had been to his parents—Frederick, Prince of Wales, and his wife Augusta. But Mr Lyon might have qualified his statement that George III "loathed" Bute; for many years the handsome youth had been virtually in love with him, and "came, eventually to abandon" would be more accurate. Nor ought Banks to be described as taking on the "Directorship" of the Gardens; their first Director was Sir William Hooker in 1841, and neither Bute nor Banks held any official position there.

Now Banks settled down to his real life's work—that of acting as the generous patron of science. By 1778 he had become President of the Royal Society, a position he retained until his death in 1820. In 1781 he was created a baronet, and in 1788 he played no small part in the foundation of the Linnean Society (which Mr Lyon misspells "Linganean"). His house in Soho Square, with its splendid library and collections, were open to all who sought admission, and the services he rendered to all those who sought themselves in the genial rays of his munificence (among them perhaps the greatest of all botanical artists, the brothers Bauer) cannot be exaggerated. The contents of one or two of Lyon's final chapters—in particular, those dealing with the troubles Banks had to deal with as President of the Royal Society, and with the riots at his family estates in Lincolnshire, contain material probably less familiar to most readers.

The book is adequately illustrated; but it contains no list of plates, and many of the captions do not tell the reader all he might wish to know about them.

To turn from this amiable if not very original biography to the more important but slightly forbidding *Science and Colonial Expansion: the role of the botanical gardens* by Lucile H. Brockway—a volume in Academic Press's "Studies in Social Discontinuity" series—requires a certain effort. The Academic Press has published some 30 volumes in this series, which is under the consulting editorship of Charles Tilly and Edward Shorter, of the universities of Michigan and Toronto, respectively—and, to be perfectly honest, I do not quite understand the point of its title. The theme of Mrs Brockway's book, which "analyzes the political effects of scientific research as exemplified in one field, economic botany, and in one epoch, the nineteenth century", would seem to suggest continuity rather than discontinuity.

It is of course, aimed primarily at the professional reader, who will not (as I do) feel the need for a footnote to explain "verious haemolytic adaptations [of malaria] such as thalassemia, sickling, and favism", and the like. Nor do I see what is to be gained by the use of words such as "lumiserization", "intracempire" or "perduring", which merely serve to frighten off the general reader who might learn so much from this interesting and important study.

Mrs Brockway opens with a light-hearted "imaginary stroll" through Kew Gardens, which includes the fascinating information—new to me, at all events—that "a peppercorn [is] still legal tender for admission"; in view of the fact that the entrance charge was increased "at a stroke" ten-fold last January, and that you can buy about 300 peppercorns for 15 pence, a considerable saving could be effected by arriving forearmed. By page 6, however, she has thrown off "the guise of a tourist" and is settling down to the serious business of her book: that of a consideration of the role played by Kew "in encouraging and facilitating plant transfers which had an extraordinary impact in parts of the world subject to western imperial hegemony in the nineteenth and twentieth centuries".

Joseph Chamberlain, as Secretary of State for the Colonies, was not exaggerating when he said in the House of Commons on 2 August 1898: "At the present time there are several of our important colonies which owe whatever prosperity they possess to the knowledge and experience of, and the assistance given by, the authorities at Kew Gardens." (The writer of an article in the *Field* on 29 May, 1965, was less happy in his choice of words when he congratulated Kew on its "decimation" of plants throughout the world.) Although Mrs Brockway discusses in detail innumerable economic and medicinal plants whose development or dissemination owed much to Kew—for example, tea, coffee, cocoa, cereals, legumes, cassava, sugar-cane, cotton, tobacco and opium—she reserves her big guns for three genera which have changed the face of the modern world: *Cinchona* (quinine), *Hevea* (rubber) and *Agave* (sisal). Her book, compiled with impeccable scholarship, is a mine of information, and deserves to find a place on the shelves of libraries of botanical institutions throughout the world.

Wilfrid Blunt

Wilfrid Blunt is Curator of The Watts Gallery, Compton, Surrey.

Sliding filaments

Reflections on Muscle
by Andrew Huxley
Liverpool University Press, £9.00
ISBN 0 85323 004 8

In the generally unfavourable economic climate which has befallen universities (as well as the rest of the country), University Presses all over the country are under severe pressure. Some have already been sold and others are in imminent danger of a similar fate. It is a pleasure, therefore, to read a book which justifies the existence of at least one of these beleaguered institutions. This book by Sir Andrew Huxley, based on the fourteenth Sherrington lectures, is a little gem; a precious stone that no commercial publisher would have thought it worthwhile to set, for it is hardly likely to become a best-seller. (Some of the topics in part I are, however, discussed in more detail in Sir Andrew's contribution to the Physiological Society's centenary volume—*The Pursuit of Nature*, published in 1977 by Cambridge University Press.)

In eight very short chapters the author takes the reader through the theories on the contraction of muscle. Brevity, however, does not make this an easy book. Sir Andrew does not compromise; he demands a great deal of knowledge and understanding from his readers. He takes us from the microscopic observations of the last century, through the biochemical discoveries of the early part of the twentieth century, to the discovery of the sliding filaments in 1953-54 and beyond to some of the most complex modern developments that fell between what is conventionally biochemistry, physiology and biophysics. Persistence, however, is rewarded, for the whole story seen through one of its leading contributors is a rare feast.

All too often scientific books are the rehearsal of the findings of scientific papers, lacking any commentary or evidence of digestion. In the competition to publish, synthesis in tranquillity suffers, but here we have the experiences and thoughts of half a lifetime, from one man whose own contribution, seminal though it is, is put into a perspective of all that went before.

The object lesson of this account is the way in which observations can be forgotten for 50 years, ignored by headlong advances and then found to be right after all. The study of muscles cannot be the sole example of this profligacy of discarding, by the sin of omission, so much valuable material. How much easier it is today, with the enormous proliferation of scientific journals, to be unaware of what is going on, let alone what has gone on! One may wonder whether, with all our much vaunted communications, there are not many lost nuggets.

The story of the sliding filament theory, or as we must now call it "the independent force generator theory", is one of apparent discontinuities, and as such belies the seemingly orderly progress of science, in which new observations are based upon the hypothesis emanating from the old. To make great steps in science more than just careful development of what is known is needed; genius is not the extreme end of the continuity but belongs to a different class.

This little book will find willing readers among the informed and those who already speak the language. Sir Andrew is not the man, but somewhere there must be someone who could make this story available as a guide to the student who is setting out in science.

Rainer Goldsmith

Rainer Goldsmith is professor of physiology at Chelsea College, London.

THE JOURNAL OF ECONOMIC AFFAIRS

Editor: Arthur Seldon

The Journal of Economic Affairs provides a new forum for discussion of a wide range of economic issues. It publishes contributions from economists, both professional and academic, and people in other walks of life who are all authorities in their fields. It analyses and discusses events promptly, and is free of political and any other bias.

Published from October 1980

Subscriptions

Individuals £9.80 (overseas £12.00; US$24.50; Canadian $27.50), single issues £2.45
Institutions £15.00 (overseas £18.25; US$37.50; Canadian $42.50)

Further details including specimen copies are available on request to Basil Blackwell Publisher, 108 Cowley Road, Oxford OX4 1JF.

Orders, including remittance, should be sent to Basil Blackwell Publisher,

Published by Basil Blackwell in association with the Institute of Economic Affairs

BOOKS

Alarums to truth to arme her

John Donne: Paradoxes and Problems
edited by Helen Peters
Clarendon Press: Oxford University Press, £13.50
ISBN 0 19 812753 7

English Renaissance Studies presented to Dame Helen Gardner in honour of her seventieth birthday
edited by John Carey
Clarendon Press: Oxford University Press, £15.00
ISBN 0 19 812093 1

It is pleasant to acknowledge the scholarly succession that links Dr Helen Peters with Dame Helen Gardner and Professor John Carey in work on Donne, and brings Professor Carey and Dr Peters together with a score of other scholars in honour of Dame Helen's seventieth birthday. The two volumes together make a very handsome testimony to Dame Helen's own work and the discerning devotion of their editors.

Donne's *Paradoxes* and *Problems* are "alarums to truth to arme her", sallies of an intelligence that systematically sets itself to unsettle our moral and intellectual complacencies in the persuasion that no cause in the world has the whole truth. Our lack of a scholarly presentation of them may have led us to underestimate the mind that challenges us so brusquely with its proofs that all things kill themselves, and that nature is our worst guide, its ingenious conjecturing why common opinion allows women souls. Donne carries through here with quite heroic decision and dexterity. Dr Peters puts the *Paradoxes* and *Problems* on the map of seventeenth-century studies and gives the student every help he needs with them. In the present state of our knowledge we shall not see Donne better served.

Professor Carey has assembled a distinguished body of contributors to pay tribute to Dame Helen Gardner, and their brief studies of aspects of English Renaissance writing appropriately put learning and exact scholarship in the service of the intelligent understanding of authors she herself has been much concerned with. Dame Helen's work on T. S. Eliot could not be so aptly set off here but Eliot's own concerns are strongly represented and a sympathetic engagement with his work and ideas, in the spirit of Dame Helen herself, proves fruitful in a number of these studies. Some of the contributors bring their scholarly powers to the solving of specific puzzles, the identity of the subject of a Donne funeral elegy (I. A. Shapiro), Sidney's knowledge of Italian painting (Katherine Duncan-Jones), artist effects in music and drama (F. W. Sternfeld), the occasion of Shakespeare's *The Phoenix and Turtle* (John Buxton), the first papers of *All's Well* (Fredson Bowers), Burton's debt to Gordan (J. B. Bamborough), parallels between George Wither's career and ideas and Milton's (Christopher Hill), the bearing on *Lycidas* of pastoral elegies by Theocritus and Virgil (J. Martin Evans), and the fame of Milton's admirer Du Moulin of Nimes (E. E. Duncan-Jones).

A good half of the contributors open out their discussion of an episode or device into some larger consideration, and there is a suggestive pattern in the themes they treat. Harriet Hawkins on the morality of Elizabethan drama, Joseph H. Summers on the ending of *King Lear*, Barbara Everett on Milton's epic lists of names, G. A. Wilkes on the final implications of *Paradise Lost*, all powerfully bring home to us the way in which the great Renaissance artists refuse to console or reassure their audience but unflinchingly confront us with the harshest truths of human experience. Several contributors strikingly come upon modes of the seventeenth-century concern with the relation of body to spirit, Robert Ellrodt in the poetic deployment of angels, Elizabeth Mackenzie in metaphors from the growth of plants, John Carey in Donne's figurative use of coins and coining, Kenneth Muir in a total reversal of mood in Dryden's *Sigismonda*.

Readings in Shakespeare bring out the way the late plays work upon an informed and alert audience. Kathleen M. Lea shows how Shakespeare's poetic language fuses inward vision and external action; Louis Martz traces a pattern of natural redemption in a *Winter's Tale*; and Glynne Wickham persuasively demonstrates that the action of *Cymbeline* figures quite specific political aspirations of its day, revealing a providence at work in the order of political life.

All in all the occasion has elicited contributions of quite exceptional interest and quality which readers will return to as they return to the essays Dame Helen Gardner herself collected in honour F. P. Wilson some 20 years ago. They make a tribute that by measures up to the distinction of the career it celebrates and is at least felicitous in the lucid energy of the writing.

A. J. Smith

A. J. Smith is professor of English at the University of Southampton.

For the self-respecting Romanist

Early Romance Texts: an anthology
edited by Rodney Sampson
Cambridge University Press, £22.50
ISBN 0 521 22260 5

For lay does and moderately inquisitive students, Mr Sampson's collection must score highly. All the texts that "no self-respecting Romanist could fail to know" are here; many of them in their most celebrated excerpts (the opening lines of Mio Cid, St Alexis, of *Inferno*; the death of Count Roland, and so on). They are neatly arranged in geographical sections, beautifully (and for the most part accurately) printed, prefaced with a few lines on manuscript sources and followed by succinct, but judicious notes on points of difficulty, and the whole volume is rounded off by a compendious, 100-page glossary. One cannot but admire the precision with which the collection has been aimed at the British undergraduate market, the selection of texts matching uncommonly well those chosen for commentary in the standard manuals on the Romance languages. (The price, also, was presumably the one factor outside the editor's control.)

While the virtues of a geographical arrangement are self-evident, 100 texts need to be extraordinarily well chosen to represent 12 dialect areas properly—the more so when the editor consciously strives for variety of style and must in any event contend with first-attestation dates which vary widely among dialects. Linguistic comparability has been sacrificed in the cause of liveliness within a section, surely a pity when Romance is so preeminently the domain of the comparativist. The major shortcoming is the blandness of editorial tone. Aside from the very conservative selection policy (the sole concession to frivolity being a delightfully ingenuous erotic lyric representing fourteenth-century Friulan, number 69), budding philologists will not be entirely consoled to learn that clickety editorial conventions in texts taken from critical editions "would have demanded an expenditure of time out of all proportion to their seriousness".

There is virtually no discussion of variant readings (apart from the one notorious difficulty of the Strasbourg Oaths), very little of provenance and dating, and none of many more controversial issues (like the rejection of Pidal's dating of Mio Cid or the view that the Veronese riddle should be discarded as a late forgery). The same blandness extends to the bibliography, where several items are cited in outdated editions, and many works of lasting merit rub shoulders with those now thoroughly superseded (like Grieru's *History of Catalan*).

This anthology, then, has strict and largely self-imposed limitations. Within them, it represents a minor triumph. But undergraduates or educated laymen wishing to go beyond the received wisdom must still resort to more obscure and cumbersome sources.

John N. Green

Dr Green is senior lecturer in the department of language at the University of York.

Beatrix Potter's pet rabbit, Peter, sketched by her in January, 1891. Fontaine have just published a paperback edition of Margaret Lane's The Magic Years of Beatrix Potter at £5.95.

The summer school in the place of shells

Yeats, Sligo and Ireland
edited by A. Norman Jeffares
Colin Smythe, £8.95
ISBN 0 86140 041 0

Five Arches, with "Philoctetes" and other poems
by T. R. Henn
Colin Smythe, £9.50
ISBN 0 901072 92 3

The small town of Sligo seems an improbable location for a literary summer school, yet the annual Yeats school there has proved one of the most flourishing of this postwar academic species. Its success may be due in unpretentiousness; only 13 days in length and sponsored by no university, it imposes no entrance requirements and issues no diploma. *Yeats, Sligo and Ireland* celebrates the twenty-first school, and in its informality of tone, its range, and perhaps also its unevenness, faithfully reflects the character of the school itself.

The 15 essays, arranged in alphabetical order by author's name (with the puzzling exception of John Kelly) provide a variety of contexts and criticism. Not all the pieces are transcribed lectures, and of those that are, not all were first delivered at Sligo (it is one of the minor irritations of the book that the provenance of each piece is not always given). The pleasures of the collection often have to do with the freedom of the lecture form; and some disappointment originates here too, for what is acceptable as illustration in the lecture room can seem redundant and, when in the printed page; nor does humour always make the transition gracefully. And freedom can go too far: one piece even omits the courtesy of an organized syntax.

The Yeats school has always encouraged the involvement of practising writers and this is undoubtedly one of its strengths. Three pieces in the present collection testify to this. Seamus Heaney acknowledges a personal debt to Yeats: over the past few years of Irish conflict two poems, "The Stare's Nest by My Window" and "Cuchulain Comforted", have proved "particularly sustaining". He has much to admire in Yeats's "mastery" both of craft and of experience: "As a writer, one is awed by the achieved and mysterious tones of that deliberately pitched voice, its bona classic shapes, its ability to modulate from emotional climax to wise reflection, its ultimate truth to life". Yet admiration is tempered by the wariness Yeats so often evokes among writers. Heaney contrasts the "cold eye" of the equestrian Yeats with the much more humanly sympathetic gaze of Robert Lowell, the pedestrian. "The silliness of the behaviour", Heaney concludes in echo of Auden, "is continuous with the sumptuousness of the poetry". Brendan Kennelly, another noted writer-contributor, a poem. The identity of "The Visitor" is not revealed, yet in this context it is hard to escape the thought that Kennelly intends some reference from the poem's awesome protagonist, magnificent and absurd, to the poet. Seán Jonathan Holloway's chapter, "How Goes the Weather", though formally an essay, proceeds in the manner of a poem in prose to evoke the wind and the rain, the sky and the birds of Ireland's western seaboard, a pervasive locale for Yeats's imagination.

There is still room in Yeats studies for good close reading, of which this volume offers two excellent examples. Barbara Hardy writes of age and sexuality in the Crazy Jane poems, and through attending with affection to the detail of the verse, uncovers subtle textures of meaning between poem and poem. Helen Vendler brilliantly assesses Yeats's dealings with elegy, showing how the poet "finds truthful ways to treat what Stevens called 'the mythology of modern death'". The talk is one of studied departures from traditional forms, testing the boundaries of the genre. Less convincing is Augustine Martin's reading of "Round Tower" as a violent and sombre poem; the poetic tactics of easygoing syntax and tentative vocabulary scarcely bear out Professor Martin's contentions.

Two contributions by Denis Donoghue and F. S. L. Lyons span the politics of Yeats's youth. Donoghue writes of Romantic Ireland, the theatre of the poet's imagination, yet actual too and in Donoghue's phrase, "not yet entirely annulled". Lyons reminds us, by contrast, of prevailing Victorian attitudes in Ireland: for the young Yeats such attitudes were a much more tenacious reality compared with which the political ideas of an O'Leary or a Parnell seem curiously superficial".

Other contexts are sketched in. William Murphy rebuts allegations that John Butler Yeats proved a "disappointing irksome and inadequate father". On the whole, Murphy makes his case, shifting on to Susan Yeats, JBY's wife, most of the blame for the family's emotionally unstable existence; though Murphy identifies incapacity not illwill. Norman Jeffares convincingly shows that Yeats's distinctive view of Charles Lever was based on inadequate knowledge: characterized by Yeats as not only shallow but pro-Loodon, Lever in fact often wrote in an anti-Castle, anti-British vein, in a piece benefiting from a light touch. John Kelly charts Yeats's prickly relationships with his early publishers, alternately patronized and patronizing.

The inclusion of T. R. Henn's "The Place of Shells" established from his collection, *Last Essays*, marks the Yeats School's profound debt to Henn over many years. The essay arises from a conviction of the supreme value of the poet's word and the epithet of place, a view not unprecedented with Henn's assessment of the school in Sligo (Irish, the place of shells). "There is a world of difference", Henn writes, "between reading of the genius of place and meeting that genius face to face with the words moving in our mouths." Henn's autobiography, *Five Arches*, articulates in his own life that communion of word and place.

Born into an Anglo-Irish family in County Clare, Henn grew up delighting in Irish landscape, in moor and bog and sea and river. Literature he came to relish late and committed great tracts of it to memory. So his experience of school and the British Army (where he became a wartime Brigadier in Intelligence) and of postwar Cambridge is perceived through the medium of literature: from Yeats and Donne to Kipling and Housman and, of course, Yeats. The autobiography thus takes on some of the characteristics of myth or, his own word, mythology. Something of this kind lies behind the courtesy that overvalues friends and of rousing that passes over much that embarrasses or hurts: the "unpleasantness" at Cambridge quarrels, for example, or the sorrows of family life. Such the book ends, in disappointment with the university in question, through bureaucracy, the inflation of student numbers and an exaggerated emphasis on publication. Henn's ideal, derived from literature and it may be from the solitary life of his Irish boyhood, remained that of the "wise tutor", as Henn says, modeled on Berkeley. Five Arches seemed "a nightmare". Five Arches may strike its readers as a work of nostalgia, but it illuminates throughout a personality unstintingly to e humane.

J. R. Mulryne

J. R. Mulryne is professor in the department of English and comparative literary studies at the University of Warwick.

BOOKS

Historian of a melancholy people

Elie Halévy: an intellectual biography
by Myron Chase
Columbia University Press, £9.50
ISBN 0 231 04856 4

Elie Halévy, who was born in the year of the Franco-Prussian war and who died in 1937, is best known for his contributions to modern English history. His *History of the English People*, the first volume of which appeared in 1912, and which was one of this first books to be published as a Pelican paperback, has retained a considerable reputation and is still discussed. But more recently a number of British and American scholars have discovered other works by this writer, such as his study of the early English socialist Thomas Hodgskin originally published in 1903 and translated only in 1956, his lectures on socialism given at the Ecole des Sciences Politiques, and at Oxford, which were published posthumously, and his study of the origins of English Methodism. It is therefore natural that his work should now be described and appraised as it has been by Professor Myrna Chase in a study which has something of the analytical austerity of Elie Halévy himself.

Born into a well-connected family of German-Jewish descent which had turned to Protestantism, Halévy, like his younger brother Daniel, easily fitted in to the cultivated upper bourgeoisie of Paris. The grandson of a Saint Simonian writer, the son of Bizet's librettist who was also a shrewd observer of the political scene, and the nephew of the brilliant liberal protagonist Prévost-Paradol, Halévy became an inquiring, philosophical historian, in the tradition of Guizot, Tocqueville and Taine. Like the first-named, he was particularly fascinated by England. How was it, he was frequently to ask, that a country which had undergone the greatest economic and social change should retain a political and civic stability which was in such contrast to the revolutionary traditions of France? As is well known he found that the answer lay in Methodism. The so-called Halévy thesis, suggesting that England's immunity from revolution, especially after 1789, was attributable to the influence of the Methodist religion, was accompanied by speculation about the nature of the Methodist movement and the reasons why it should first have become important around 1738 and 1739. The fact that Halévy always gave Marx a prime position in the history of socialism, by virtue of his philosophy of history, means that this interpretation of English history takes on a certain piquancy when we consider that it was a rejection of Marx's historical materialism as an explanation of men's actions.

By emphasizing that acute economic distress made the industrial psychosis susceptible to Methodist preaching, and that the Christian philanthropists exploited the industrial crisis, Halévy was able to show how social forces shaped the nature of ideology, without subscribing to the belief that historical materialism was a science of society. He probably believed with Burke that religion teaches the victims of injustice to accept their lot in the expectation of future reward, and this all the more so because he believed that the English were profoundly melancholy and that a melancholy people are a religious people.

Halévy ranged over a very wide field, often starting projects which he did not complete, and as his moved from a traditional history to the history of ideas and philosophy, to social institutions and to comments on international affairs, it is important to see how his method tended to be the same in all his work. He always sought to discover the essence of a movement or an event, and he usually broke this down to reveal some sort of a contradiction at the centre. Thus he believed that in socialism there were always two rival currents, the one which was organizational, and which aimed at making the productive and political forces of society more efficient, and the other, which was libertarian, and which emphasized freedom at the expense of all organization, whether capitalist or statist. Similarly, the 1914 war had seen the Allies at odds, because of the different positions of the western democracies and of Russia; the Russian Revolution then played its role in bringing about the end of the war, while forming a counterpart in President Wilson's formula for peace.

These neat distinctions gave a clarity to Halévy's argument, and helped to give structure and purpose to his narrative. But they also had disadvantages which the author of this book might well have explored, and the search for this sort of a dialectic sometimes led Halévy into exaggeration and error.

Myrna Chase is not always fair to her readers. She is at times a trifle laborious and her head is so well down in the Halévy texts that she sometimes forgets that not everyone has been reading the same sources as she. When she tells us, for example, that it is difficult to understand how Professor Barraclough could misunderstand Halévy, it is hard to seize upon this passing remark since not everyone is normally equipped with a copy of the *New York Review of Books* for 1966. But as an investigation of an important writer this is a searching inquiry which is rich in material and interest.

Douglas Johnson

Douglas Johnson is professor of history at University College, London.

Locating the state's moral responsibilities

The Conscience of the Victorian State
edited by Peter Marsh
Harvester Press, £18.00
ISBN 0 85527 865 X

Can the state have a conscience? It is, should it have one? These are questions which have a sharp contemporary relevance; but in one form or another they have been debated for many centuries. Professor Peter Marsh, the editor of this collection of essays by North American historians, remarks in his introduction that events in the United States during the last 12 years have revived arguments about the bearing of moral standards on the conduct of politicians and the formation of policy; and suggests that this justifies fresh attention to Victorian politics, where a self-consciously moral approach to politics was much more common—however that is assessed.

The novelty of the Victorian emphasis on morality is demonstrated by Joseph Hamburger's discussion of the Whig conscience. His particular subject is Macaulay's appraisal of the danger of strong moral feelings in politics, both in his own time and in the seventeenth century, the period discussed in his *History of England*. Macaulay hated "Puseyites and Puritans impartially", and also regarded James Mill as a "zealot of a sect". Such enthusiasm, he said, turned easily into fanaticism, making the essential compromises of politics more difficult to achieve. Despite the Victorians, this Whig legacy has remained important in English political life.

The extent to which it was under threat is clearly indicated in the other essays. David Roberts shows that the Utilitarians were not as calculating as they have sometimes been painted—a warm passion for justice counted for more than the strict application of the greatest-happiness principle—and he provides a reappraisal of the significance of Bentham's influence on the "Benthemites", explaining the significance of Buller's remark in 1844 that "Benthamites had very good hearts but wanted intellects".

The Nonconformists were another group whose conscience became politically important. Richard Helmstadter argues that by the time the "nonconformist conscience" was articulated as a political force, it was declining in influence and increasingly irrelevant. When the term is understood, as here, as an attack on sexual impurity, drink and gambling, such an interpretation is probably justified. But like most clichés, it was a term of abuse, coined in the educational controversy of the 1850s, before it was a term of pride: seen in that context its history is rather different, leading to the state's acknowledgement of the rights of "conscientious objection", eventually even in war.

No discussion of this theme could ignore Mr Gladstone, and the essay on him by Deryck Schreuder is the longest in the book. Schreuder interprets Gladstone's career as a sustained preoccupation with morality in politics, and argues that the essential shift in his thought concerned the location of the state's conscience. Having originally identified it with the established church, he came to associate it with the broad mass of respectable Victorian society. It was in this sense that he became a Liberal, and this enabled him to respond sympathetically to Nonconformists—and them to him.

Inevitably, the triumph of the Victorian conscience was incomplete. Conscience did not speak with one voice, and although some alternative voices are discussed in this collection there is not enough interplay between the essays to bring this out. Lord Salisbury is an appropriate foil for Gladstone, and Peter Marsh explains why loyalty to party became the keystone of his political morality. Finally, John Cell discusses the ambiguities of imperialism, showing how in the person of an official like Sir James Stephen, the Victorian imperial conscience was institutionalized, becoming "a routine part of detailed decision-making". Yet at the same time, racist attitudes were gaining strength; and this apparent paradox illustrates one of the fundamental problems the book does not tackle. Is the term "racist" descriptive or evaluative? Ideologies, such as imperialism, which seemed progressive to the Victorians strike the late twentieth century as reactionary. Can a study of the conscience of the Victorian state move from description to evaluation without being more explicit about its own moral standpoint? It is significant that the essays which provoke this question most sharply are those in which the issues still seem most relevant for our contemporary world.

David M. Thompson

David Thompson is a fellow of Fitzwilliam College, Cambridge.

The changing fortunes of the English bishops

The Episcopate of Queen Elizabeth: Preliates and Princes: a study of the economic and social position of the Tudor Episcopate
by Felicity Heal
Cambridge University Press, £17.50
ISBN 0 521 22950 2

Although others have previously started to map the same territory—notably Christopher Hill, Phyllis Hembry and J. A. Bernstein—Dr Heal's field is one that was still in need of further exploration. Twenty-five years after the publication of Hill's pioneering study of *Economic Problems of the Church from Archbishop Whitgift to the Long Parliament* it is still true to say that far more attention has been devoted to the Reformation as a religious and political phenomenon than to its economic consequences. The task is to be congratulated, therefore, on producing what is in many respects a model monograph: based on painstaking scholarship, the result of immense and systematic research effort, skilfully organized, well written and successfully linking the specific with the general.

The only major structural weakness of the book is that its essentially chronological arrangement inevitably produces a certain amount of repetition in the discussion of such things as policy, income, expenditure, inflation and the social and family responsibilities of the bishops.

Moving backwards briefly into, for example, the anti-clericalism of the Middle Ages and forward into the more comfortable world of the post-Restoration period, the book's scope is undoubtedly very broad, however, it is extended geographically as well as chronologically by some brief but telling comparisons with the continental Reformation and the different experience of Catholic countries such as Sweden. The central preoccupation, however, is with the changing fortunes of the English bishops under Henry VIII, Edward, Mary, and Elizabeth. Dr Heal is concerned with variations in episcopal incomes, patterns of expenditure, landowning, patronage, hospitality, residence, liability to taxation, and with the bishops' social standing, and she shows how defenceless the tenders of the church were in the face of the combined exertions of royal supremacy, lay acquisitiveness and relentless inflation. The author brings out clearly, too, the inequalities in the wealth of the different bishoprics both before and after the Reformation—Winchester and Durham, for instance, were in a different league altogether from Chester and Bangor—and the bishops' growing reliance (with all this entailed for the parishes) on spiritual dues in the face of their dwindling temporalities. However, as Dr Heal reminds us, rapid episcopal promotion could have disastrous financial consequences because of the heavy dues payable at every stage. Dr Heal also has some valuable evidence about the totally new Tudor phenomenon of bishops' wives and their social standing. As she rightly points out: "When they chose a partner the bishops were compelled for the first time to submit their status and wealth to the judgement of society". Although some bishops undoubtedly gained financial advantage from marriage, few gained a higher social status.

The available evidence usually does not permit full portraits to be pointed, but nevertheless the book offers suggestive impressions of individual clerics. William Overton of Coventry and Lichfield emerges "as the prime example of a bishop who managed to compound the problems of a poor episcopric with incompetence in managing his deputies and sheer dishonesty". The unedifying details are given of the sordid financial dispute between Sandys and Aylmer. From earlier in the century there is the delightful story (possibly apocryphal!) of Thomas Ruthal, bishop of Durham, who inadvertently presented the grateful Henry VIII with an accurate breakdown of the year's wealth of his see and consequently died from a mixture of embarrassment and shock!

The sources used by Dr Heal—even such classic ones as the *Valor Ecclesiasticus*—are notoriously difficult to handle, and any discussion of wealth in the sixteenth century is bedevilled by the problems of inflation and the sometimes tenuous relationship between annual income and accumulated wealth. This book was obviously not an easy one to write and its success is, therefore, all the more praiseworthy.

R. C. Richardson

Dr Richardson is head of the department of history at King Alfred's College of Higher Education, Winchester.

Deductions

Life, Marriage and Death in a Medieval Parish: economy, society and demography in Halesowen, 1270-1400
by Zvi Razi
Cambridge University Press, £12.00
ISBN 0 521 23252 X

A book of modest length (162 pages) but immodest price containing 32 tables, 17 figures, 6 pages of bibliography, over 14 feet of footnotes, and possessing a title worthy of *Lucky Jim*, is not likely to become a bestseller. But this one deserves to. It is well written, constantly interesting, and sometimes funny. Its methods are as cunning as any Le Carré code-breaking, its findings are important, and the light it throws on village society reveals medieval man in all—or most—of his conditions.

Medievalists suffer from a scarcity of direct demographic data and draw bold curves on the flimsiest of evidence. Recently they have become even more ingenious. Hilaryn and Gottfried, for example, have used testamentary records to estimate mortality, and Reftis, and now Razi, have employed manorial court rolls as a substitute for censuses. The manor of Halesowen (just west of Birmingham) has 215 surviving rolls covering the years 1270-1400, recording the activities of free and customary tenants whenever land changed hands, and on many other occasions. From the rolls Razi has extracted 5,002 names, each one appearing on average 15 times, and by a rigorous process of nominal linking has identified 3,435 villagers: 2,057 males and 1,378 females. Razi believes he has thus tracked down roughly 95 per cent of the adult males. Women are more elusive because they were less frequently landholders.

The population of Halesowen grew from 1270 until the great famine of 1315-17, declined briefly, and then recovered almost to its former peak by 1349. The Black Death reduced the population by over 40 per cent and further outbreaks in the 1360s and 1370s prevented any sustained recovery. The general picture is familiar, but of great interest are the author's conclusions on such matters as mortality, marriage, fertility and family size. To give just three examples: Razi argues that, despite primogeniture, peasants married early and younger children did not leave the manor; that the central importance of the family did not prevent a considerable amount of illegitimacy, nor make it socially unacceptable; and that demographic difference between rich and poor peasants were the product of economic differences, not vice versa. Razi's ingenuity occasionally outruns his evidence, but generally his arguments are persuasive.

The glimpses of economic and social conditions in Halesowen are tantalizing. Before the Black Death the agricultural holdings of many peasants were so small that by-employments were essential. Brief references to cloth, leather, metal and woodworking suggest a diversified and monetized economy; while the activities of Millcente, King, mother of two illegitimate children and irrepressible brewer of illicit ale, point to other ways of supplementing income.

The manorial rolls reveal a high degree of social control and permit correlations to be made between types of anti-social behaviour and socioeconomic conditions. The daughters of poor peasants, for example, were more likely to fornicate, or be caught fornicating, than the daughters of the wealthy. Poor men were more likely to steal, but rich ones to commit crimes of violence. Offending against the manorial code, nevertheless, did not prevent men from being elected to manorial office.

If by those and other observations Razi has not established Halesowen as an English Montaillou, he has certainly succeeded in creating a medieval Bethnal Green.

L. A. Clarkson

L. A. Clarkson is reader in economic and social history at The Queen's University of Belfast.

BOOKS

Secularist Italy

Comrades and Christians: religion and political struggle in Communist Italy
by David I. Kertzer
Cambridge University Press, £15.00 and £4.95
ISBN 0 521 22879 4 and 29700 1

David Kertzer, an American anthropologist, discusses in this book the relations between the Italian Communist Party and the Catholic Church in a local community in northern Italy. These relations have in general aroused a special interest over the past decade, which has revealed not only the wider effects of reformist pressures in the Church following the Vatican Council but more particularly, at the socio-political level, of secularist trends in Italy combined with the advance of the PCI to a more influential and prominent position in the country's politics. This last challenge has recently stimulated in turn some reactivation of Catholic groups.

How far do previous assumptions or studies about those relations need reviewing; indeed, has there actually been any qualitative change in Catholic-communist relations during the course of the 1970s, particularly as this decade has witnessed a loosening of previous post-war patterns in Italian politics? This question is all the more pertinent because the PCI itself has paid emphatic attention to a possible rapprochement with Catholics as a central tenet of its strategy of the "historic compromise".

A case-study approach has many advantages in looking at this question, especially as the book's focus of interest is the Church's role in society rather than its elite attitudes. Unfortunately, despite its undoubted merits, the book is very uneven in quality and it fails to make any real interpretive use of this interesting local example taken.

Kertzer certainly presents some helpful ideas on approaching Italian politics, of which the most salient is to relate ideology to particular social factors in assessing contradictions arising from the coexistence of the "Church" and the "Church". The main problem with Kertzer's handling of this matter is that he neither defines nor evaluates the actual influence of ideology, and he very largely ignores this in his pursuit of the social dimension. In fact, his general outline is not made clear until the final chapter; so it is advisable to read this first.

Such structural and interpretative deficiencies are related to the author's overriding preoccupation with detailing the behaviour of individuals in society. At the same time, this provides the main interest of his study. The series of personal portraits brings alive something of the social and political atmosphere of the community. This method works most effectively in dealing with how individuals, marry their support of the Communists with their participation in the rituals of the Church.

There are notably some perceptive sections in chapter six on the continuing rate of baptisms, church marriages and funerals among communist families and the tensions which arise as a consequence. In this, Kertzer makes a valid distinction between such "rites of passage" (church ceremonies allowing the priests to retain some minimal influence) and "rites of the community" (a case here of communist hegemony) and elements that individuals (outside activist PCI circles) are not so much unaware of ideological conflict between Church and party as that they simply "make the best of both worlds". Another aspect which receives special discussion is how southern Italian immigrants coming from a very different environment, in which the Church plays a crucial role in local life, conform there to communist social and political dominance out of a desire to overcome local anti-southern feeling and ha accepted. These illustrations are illuminating, but taken as a whole Kertzer's book does not amount to a composite investigation of wider problems.

First, his evidence drawn from one district (*quartiere*) in the city of Bologna is based predominantly on a year's fieldwork there during 1971-72, when many of the political changes in the 1970s had not yet occurred or become manifest. Despite a short return visit in 1976, there is little indication in the text of updating and the few pages at the end on recent general developments in Italy since 1972 do not compensate for this major weakness.

For instance, a whole chapter is devoted to the case of a young progressive priest who opens an experimental church for the poor in the area in 1971 thereby posing some challenge to the local communists, but conclusions on this rely entirely on the priest's first year of activity. More broadly, the author's preferred method of participant-observation does not suffice alone without a more systematic approach, especially as he is observing a community of 9,000 inhabitants where personal contact even during one year must be limited.

Secondly, it is obvious that no local example can be fully typical of Italy as a whole, but it is all the same essential to establish how far and why a chosen case is representative of sufficient problems to make its study a valid one. This is completely lacking in the description of the local community at the beginning and elsewhere in the book. It is also rather unoriginal to settle on the much-publicized and over-rated example of Bologna, which is in any case less representative of the local role of the PCI in the 1970s than ever before.

Thirdly, the example of Alboro, a pseudonym, tends to be treated in isolation and almost as an end in itself. The first half of the book makes hardly any reference to it and is devoted instead to a summary of the general Italian situation, relying mainly on studies of the 1960s which require some revision in view of later changes, without the being linked to developments in Alboro.

The last five chapters do look at this community, but very minimally in the national or regional context, notwithstanding the author's justified assertion at the start that the interaction between national and local politics should be considered. Only in one instance is this aspect followed through, in pointing out the contrast between the PCI's national strategy of reconciliation with the Church and the hostile line taken by local communists towards priests in the area, including their finnte unlatrost of the afoementioned progressive priest and of socially-conscious young Catholics. According to Kertzer, this contrast was explained not only by the anti-clerical tradition of the "Red" Belt in this part of Italy, but also by the local PCI's concern about any undercutting of its social hegemony.

In short, there is potentially useful information in this book, but it is left to the reader—whether specialist or not—to evaluate its general significance. While reed able as an account of one particular community, it tells us very little about wider trends or changes in Italian politics.

Geoffrey Pridham

Dr Pridham is lecturer in European politics at the University of Bristol.

Matters constitutional

Nevil Johnson's *In Search of the Constitution: reflections on state and society in Britain* has just been published in a paperback edition by Methuen at £3.95. Since the first appearance of the book in 1977 certain important changes have taken place—the removal of schemes for devolution, and the coming to office of a Conservative government—which are discussed by the author in a preface to this edition, but are not incorporated into any major revision of the text. Johnson comments: "These developments do not persuade me that the main thrust of the analysis offered here is mistaken, or that its principal conclusions should now be abandoned."

Iran's imperial megalomania

The Rise and Fall of the Shah
by Amin Saikal
Angus and Robertson, £7.95
ISBN 0 207 14412 8

Nearly two years have now passed since the overthrow of the Shah and those who followed events in Iran during the heady days which preceded and succeeded the revolution can make their assessments of its causes in the knowledge of some of its results.

Amin Saikal is an Afghan living in Australia, and his study is based on his PhD thesis submitted to the Australian National University in Canberra. Unlike many theses, however, it has the advantage of a broad compass and a down-to-earth approach, besides thorough preparatory research.

In his first two chapters, Dr Saikal loads us at a brisk pace through Iranian history between the turn of the century and 1963. He outlines the Anglo-Russian rivalry for control of Iran before the First World War, the rise end reign of Reza Shah, the wartime allied occupation and the early, if brief triumph of anti-imperialist forces under Musaddeq during 1951-53. By the 1950s, as the second chapter explains, the earlier British hegemony in Iran had been replaced by that of the United States, on whom the Shah was dependent both for international support against the USSR and for backing against his domestic opponents. He makes the important point that Lenin had realized as early as 1920 that any Soviet attempt to start a revolution in Iran would probably drive it into the hands of the British, and he refers to the seldom reported violent uprisings against Reza Shah's secularizing reforms in 1935.

The following chapters describe the Shah's attempt to reconstruct the basis of royal authority through the "White Revolution" of the 1960s and his far more successful bid to make Iran a major power in the world oil industry. This was followed by the full blossoming of Imperial megalomania, in which Iran was believed to have reached the frontiers of the "Great Civilization"—a vaguely defined millenium in which Iran would become an industrialized welfare state armed to the teeth, and a formidable world power than Britain or France. In fact, the grandiose dream soon turned into a nightmare for the Shah. As the book explains, Iran's backward agriculture was quite incapable of absorbing the flood of industrial and military hardware which huge oil revenues thrust upon it; inflation soared, and agricultural production actually fell in spite of extensive development schemes. Above all, the Shah's vision contained no machinery for political give and take; even a loyal opposition was excluded by the imposition of a single party system in 1975. When American support and the loyalty of his armed forces began to wane in the face of the massive risks of late 1978 the Shah had neither to fall back on, as this his downfall was more sudden and complete than any but the most optimistic rebel historian could have expected.

In recounting this story, Dr Saikal is refreshingly straightforward and pragmatic. The main defect of his book is that it tells us far more about the rise than about the fall of the Shah, and far more about Iran's international relations than the internal political dynamics which were the major factors in its overthrow. A substantial proportion of the book is, for example, devoted to relations between Iran and other Middle Eastern states, which these probably only had a peripheral and indirect influence on the events of 1978-79. Although Dr Saikal admits that the religious leadership "had been a determining force in Iranian politics since the conversion of the country to Islam in the 16th century" he makes no serious attempt to explain the basis of its power, or the nature of the conflict between religious and secular authority. A full study of Iran's modern history still remains to be written.

William Hale

"The Shah's vision contained no machinery for political give and take."

Dr Hale is lecturer in the politics of the Middle East at the University of Durham.

World orders brought into conflict

The Last Phase of the East Asian World Order: Korea, Japan, and the Chinese Empire, 1850-1882
by Key-Hiuk Kim
University of California Press, £12.00
ISBN 0 520 03556 9

Political leaders can too easily assume that international arrangements which work well for them at regional level must benefit the world as a whole. In the first half of the nineteenth century Chinese leaders expected British governments to acknowledge that the hierarchical order of states over which China's emperors had so long presided was a natural world order, and to accept an appropriately subordinate status within it. British leaders, in their turn, demanded that the Chinese, should accept a place in the order of equally sovereign states, computing unequally for trade, influence and power, which prevailed in Europe and America, and which participating governments likewise saw as the natural world order. Since western powers were at that time militarily stronger, the governments of east Asia faced the choice of either remodelling their own dream of being imprisoned in that of the West.

Professor Kim shows how Chinese, Japanese and Korean leaders tried in different ways to preserve a distinctive east Asian order, but how their very actions destroyed it and led to the region's incorporation in the western system. Even after the Meiji restoration the Japanese were initially more concerned to transform the east Asian hierarchy than to destroy it. Their main demand was that, within the Confucianist order, Japan's equality should be acknowledged by the Chinese and its superiority conceded by the Koreans. The Chinese were willing to grant Japan practical, if not titular equality, but they saw no need to modify their traditional relationships with other Asian governments. Their treaties with the West were a temporary accommodation to save the system; they saw themselves manipulating the barbarians as of old. The Koreans denied the need for even temporary compromises. They pursued an exclusionist policy against all western and Japanese "intrusions" and emphasized their role as China's most faithful tributary.

Korea's attitude endangered the success of Japanese and Chinese policies alike. To most Japanese leaders it demonstrated the appropriateness of western ideas about international politics. They became determined not merely to detach Korea from its sole dependence on China but to subject it to Japanese control in the manner of western imperialism rather than by Confucianist paternalism. Aware of the likely consequences of Korean inflexibility, the Chinese decided that the Koreans would have to give the British, Americans and Germans a strong commercial interest in frustrating Japanese or Russian domination. By arranging treaties for Korea with those governments in 1882 the Chinese abandoned their ancient principle of non-interference in the affairs of a loyal tributary. When the Korean king faced rebellion by fundamentalist forces, China foresaw Japanese intervention by dispatching an army and imposing effective political control. To preserve Korea's dependence on China, the Chinese had destroyed the traditional form of that dependence. They thereby brought to an end Professor Kim argues, the east Asian international order, which western action had left largely intact.

This is a fine piece of diplomatic history, based on Chinese, Korean and Japanese printed sources, and providing an full treatment of the policies of each. By its comparative approach and distinctive interpretations it complements studies of these particular countries by such scholars as Frederick Foo Chien, Martina Deuchler and Hilary Conroy. It deserves a wider readership than its title may attract. It is an admirably clear introduction to changes in east Asian international behaviour, which are every bit as interesting and important as the more familiar European upheavals of the period.

In the first place, the book shows how governments reconstruct their policies in response to unexpected events. Secondly, it shows how even a loyal client state can give full weight to its own ideological dimension. Finally, it shows how misunderstanding this particular process can be made by the power of traditional constructs even among the most dogmatic and by internal systems successfully at reorganization of their institutions in a locality, whatever they succeeded in helping girls or women. She also gives a fascinating account of the commissioners themselves, especially of Lord Wolverton, Gladstone's brother-in-law, who thought in Greek on the working field.

Administrative history has its inescapable difficulties—the machinery may overshadow the men, and organizational intentions the achievements on the ground. In describing the successes and failures of the Commissioners, Dr Fletcher has struck a nice balance between the role of the central authority, its difficulties and problems, and the attitudes with which they had to cope, which had an independent life of their own. She indicates the importance of local life, the variety of response and response to, for example, Bristol, Leeds, Exeter or Bradford.

This study will not only be indispensable reading for all general students of the nineteenth century, but more specialized history courses, but will, here in the hands of further research, [illegible]

Margaret Bryant

Margaret Bryant is senior lecturer in education at London University Institute of Education.

BOOKS

Schoolgirls

Feminists and Bureaucrats: a study in the development of girls' education in the nineteenth century
by Sheila Fletcher
Cambridge University Press, £13.00
ISBN 0 521 22880 8

This scholarly study is a good example of the detailed research into the history of education urgently needed for fuller understanding of the development of secondary schooling for both boys and girls in the nineteenth century.

Dr Fletcher analyses the operations of the Endowed Schools Act of 1869 with regard to girls' education, and argues that, like administrative processes in other parts of the Victorian civil service, early innovatory drives gave way to more cautious implementation of policies. Though the contribution of the Endowed Schools' Commissioners was crucial until 1874, thereafter the Charity Commissioners pursued policies which less energy and commitment and the transformation of provision for girls proceeded at a slower pace. Dr Fletcher sets the history of girls' education firmly within its general context of political and social change, while her interesting discussion of the feminist response adds to our understanding of the inner tensions of these complex movements.

It is surprising that the Act of 1869 is described on the first page as a "minor statute" since Dr Fletcher goes on to construct a well-documented and well-argued case for its significance and daring innovations. Passed when attention was diverted by the ferocious debates on the Irish Question, it represented the high-water mark of victory over the doctrine of equal rights, the upholding of the founder's intent in the distribution of endowments. Moreover its implementation was put into the hands of men regarded as leaders of extreme reform in this respect. Dr Fletcher relates convincingly the events preceding the Act, especially the "Shaping of Section 12", which made provision for extending endowments to girls. Due credit is given to Henry Winterbotham, member for Stroud, the proposer of this clause, one of those remarkable men, in the story of feminist campaigns, to whom this study attributes justice to be done. He was able to keep the phrase "equally for boys" in the Bill, although arguing that this matter concerned "the education of half the people" the debating point which ignored the small limitations of the emerging secondary system). In its final form, therefore, the share to be secured for girls was left to the "judgement" of the Commissioners appointed.

Dr Fletcher's technique was to examine all schemes made under Section 12 which provided for girls, and to balance this with case studies which illustrated all reorganization of provision in a locality, whether they succeeded in helping girls or not. She also gives a fascinating account of the commissioners themselves, especially of Lord Wolverton, Gladstone's brother-in-law, who thought in Greek on the working field.

Administrative history has its inescapable difficulties—the machinery may overshadow the men, and organizational intentions the achievements on the ground. In describing the successes and failures of the Commissioners, Dr Fletcher has struck a nice balance between the role of the central authority, its difficulties and problems, and the attitudes with which they had to cope, which had an independent life of their own. She indicates the importance of local life, the variety of response and response to, for example, Bristol, Leeds, Exeter or Bradford.

This study will not only be indispensable reading for all general students of the nineteenth century, but more specialized history courses, but will, here in the hands of further research, [illegible]

Margaret Bryant

Margaret Bryant is senior lecturer in education at London University Institute of Education.

Ethnic attainments

Ethnic Families and Children's Achievements
by Kevin Marjoribanks
Allen & Unwin, £9.95
ISBN 0 86861 305 3

At a time when the multi-cultural nature of society is becoming ever more apparent, and when the educational expectations of minorities, immigrant and indigenous, is claiming more of our attention, this title raises hopes of a major contribution to a field where opinions are more readily available than evidence. Some of the hopes are not disappointed: this is a study of exemplary thoroughness, carried out over four years, examining hundreds of families, immigrant and other; it tests, compares, correlates and analyses their expectations, attitudes to school, performance, use of the mother tongue, attitudes to bilingual education, and so forth. There is a mine of information here for those with the skills and patience to dig for it.

Dig, alas, they must, for this is also an infuriatingly obscure book. Apart from a survey of the literature (strewn with references by the handful), the study relates entirely to Australia. No matter: Australia is an excellent place for the study of ethnic groups, though some readers might like to have been warned; it would also have been useful to have the study set in context, which it is not. We have samples of middle-status Anglo-Australians, lower-status Anglo-Australians, and lower-status Greeks, Southern Italians, Yugoslavs, and so on; but there is almost nothing about their role and status (or those of other groups) in Australian society at large. (Perhaps it is quibbling to wonder why Greeks and Italians are "ethnic" but Anglos are not, why it is necessary to describe the combination of status and national origin by the hideous term "ethclass", or whether status and class are quite the same thing anyway.) The argument frequently sinks beneath the weight of jargon, rendering much of the book opaque, some of it barbaric, and a little of it unintentionally funny.

This is not to complain of the methodology (though some of the correlations do seem rather strained): the tables, and the diagrams of (say) "Fitted-word knowledge scores in relation to parents' aspirations and press for English" (5.1) are impeccably executed. Of course, techniques like multivariant regression analysis would be quite legitimate at the core of a research report. In that context, no doubt, one could accept sentences like "The girls' surfaces are similar to those for the boys and have not been separately plotted" (page 53). Even passages like this might not seem pretentious and obvious: "But as Walberg and Marjoribanks (1976: 527) have suggested, correlational or causal relationships established for one group may not hold good for other times, social classes, ethnic groups or countries."

But one is left wondering for whom this book is written. Some statisticians and some sociologists will get a good deal out of it, especially if they are already familiar with the Australian scene; but everyone else is likely to have trouble with it. This is a pity, for the subject is important, and the findings (when one gets to them) could have a bearing on policy—all the more reason, surely, for researchers not only to get their methodology right, but to take a little more trouble to clarify what they are talking about.

Nigel Grant

Nigel Grant is professor of education at the University of Glasgow.

Ladder of opportunity

Selection for Secondary Education
by Peter Gordon
Woburn Press, £12.00
ISBN 0 7130 0157 7

Selection in education is still a red hot issue, as is shown by the continuing propaganda war surrounding comprehensive schools, and not least by the latest exchange of gunfire over the National Children's Bureau Report which (its critics claim) used highly dubious research methods to further the case against selection.

The title of this book is misleading, since it acts out to offer a survey of the history of selection in England from the earliest times, and is essentially historical. Indeed, the book is mostly about the endowed schools, the state commissions which regulated them from 1833, and the famous "ladder" of educational opportunity which this regulation aimed to create, and carries the story down to the present day. Given the exhaustive (and often original) documentation of its coverage of Victorian schooling, the later sections are somewhat breathless in treatment, and throughout there are patches where the writing is so compressed that the meaning is sometimes opaque.

Dr Gordon describes well how the original Endowed Schools Commissioners of 1869 earned their downfall by the ruthlessness of their reforms; how Anglicans exploited the new system for the benefit of the Establishment; how the middle classes learned to work the system and the working classes did not. But he is less sure in his account of what selection was *for*. There were many elements involved: to know how the "ladder" worked. We need to know what parents thought they were getting, and what the selecting schools thought they were giving. Why did so many parents reject opportunities for a useful education for their children, and accept the schoolmasters' valuation of Greek as the hallmark of a good schooling, with results which are with us even today? It is simply not enough to attribute the predominance of classics to the brilliant teaching of a line of gifted schoolmasters from Arnold onwards. The ramifications of the "gentleman" ideal based on Latin and Greek went much further than that, and are crucial to the whole concept of the "ladder". This is where the Endowed Schools Commissioners found when they tried to crush Greek in the grammar school at Bradford in 1870. The refusal of the burghers to dispense with an element which furnished "the slate" with men who bore a common basis and can insist on common literary grounds afterwards, whatever their special line of technical or professional study" was to have striking consequences for the careers of Bradfordians like Alan Bullock and Denis Healey. And at schools like the reformed Bedford (and Bedford Modern), parents were opting not just for a classical curriculum but for a whole apparatus of school life associated with a model based on Rugby. How far the administrative reformers, or the selection process, recognised these assumptions is unclear in this account.

More children must have sat the 11-plus than any other examination in our time, so it is worth recounting the variety of methods that were used and the psychological assumptions they reflected. Even so, there is very little discussion of Sir Cyril Burt, whom so many now love to hate but whose conclusions are not so easily overturned.

It is intriguing to reflect how near the state came to the certification even of public school staffs in the nineteenth century, and disheartening to be reminded how far we still are from having the Teachers' Registration Council proposed by the Victorians. As Dr Gordon reminds us, so many of the issues which emerge in this book are still with us—schooling extended primarily to keep teenagers off the labour market; the erosion of parental responsibility, when the state provides all; the devaluation of books and other facilities which appear to come "free"; and the appropriate selection criteria for any Assisted Places scheme.

J. R. de S. Honey

Professor John Honey is head of the school of education of Leicester Polytechnic.

Alan Matterson

POLYTECHNICS AND COLLEGES

Control and administration in the public sector of higher education

In the past twenty years the Polytechnics and Colleges have been created and evolved from a massive reorganisation of long established public colleges. They have often been in the forefront of exciting and innovative developments in teaching, and have provided students with an attractive alternative to University. However, their brief history has often been stormy and controversial, and at a time of educational retrenchment, their role is being actively questioned and criticised. This timely book provides a detailed and penetrating analysis of the past, present and future condition of the Polytechnics and Colleges. It reviews their history, explores their structure, government and administration, and examines their teaching and research roles. It is a book that will concern all those involved in the development of Higher Education.

Cased 304 pages Probably £13.50 net
Publication: December 1980

For further details return this coupon below to: Roger Horwood, Longman Group Ltd, Burnt Mill, Harlow, Essex.

Longman

Please send me further details of *Polytechnics and Colleges* by Alan Matterson
Name .....
Address .....
.....
.....
Longman Group Ltd, Burnt Mill, Harlow, Essex.

The Cheese and the Worms
CARLO GINZBURG
Professor of Modern History, University of Bologna
The cosmos of a sixteenth-century miller as revealed through the paper of the Inquisition, Carlo Ginzburg describing his life and religious views: "An engrossing, meticulously documented book." —Peter Vansittart, *Guardian*
0591 1 £7.95

The Sceptical Feminist
A Philosophical Enquiry
JANET RADCLIFFE RICHARDS
Lecturer in Philosophy, The Open University
A systematic and original study of feminist issues, this book fights a battle on two fronts: against the view that little or nothing is wrong with woman's position, and against much current feminist dogma.
0673 X £12

The Chemical Theatre
CHARLES NICHOLL
A study of alchemical symbols and themes in Shakespeare and his contemporaries, revealing the eccentric, shady world of the alchemist, and also a sense of the vigour and influence of alchemy as a philosophy. *0515 6 Illustrated £13.50*

Modern Musical Scholarship
Edited by EDWARD OLLESON
Lecturer in Music, Oxford University
A collection of essays by leading musical scholars from many countries, seeking to understand the historical context and development of music.
Oriel Press Publications 0 85362 180 2 £16

Dante the Maker
WILLIAM ANDERSON
An exciting and original biography which makes extensive use, for the first time, of Dante's own descriptions of his creative processes.
0322 6 £16

The Ionians and Hellenism
C.J. EMLYN-JONES
Lecturer in Classical Studies, The Open University
A study of the cultural achievement of the early Greek inhabitants of Asia Minor. *States and Cities of Ancient Greece series 0470 2 £10.50*

Camille Pissarro
Letters to His Son Lucien
Edited by JOHN REWALD
First published in 1944, this collection of letters written almost weekly by Camille to his son is now in its fourth edition and available once again. *0679 2 Illustrated throughout £15*

Essays in Law and Society
Edited by ZENON BANKOWSKI and GEOFF MUNGHAM
University of Edinburgh; University College, Cardiff
A representative sample of the original work being carried out in Britain in the sociology of law.
0485 3 (paper) £6.50

The Child and the Serpent
JYOTI SAHI
As an artist exploring popular Indian symbols, Jyoti Sahi seeks to unravel the threads which make up the complex pattern of Hindu mythology.
0704 3 (paper) Illustrated £6.95

ISBN Prefix: 0 7100

Routledge & Kegan Paul
39 Store Street, London WC1

RKP

BOOKS

The curriculum—who should say?

Dilemmas of the Curriculum
by G. H. Bantock
Martin Robertson, £9.95 and £3.95
ISBN 0 85520 310 2

The Politics of the School Curriculum
by Denis Lawton
Routledge & Kegan Paul, £6.95 and £3.95
ISBN 0 7100 0567 9 and 0568 7

Negotiating the Curriculum: a Study in Secondary Schooling
by P. B. Weston
NFER, £10.50
ISBN 0 85633 186 4

A great deal is being spoken and written about the school curriculum at the present time: who does or should control it, how it is assembled, what it should consist of and how it should be implemented. Those three complementary books are all useful additions to the debate.

Geoffrey Bantock produced several influential books during the 1960s which established him as one of the most articulate advocates of what are currently regarded as right-wing views in education. Written since his retirement *Dilemmas of the Curriculum* is both thoughtful and thought-provoking. It will infuriate many readers and those who enjoy firework displays might consider slipping it into a left-wing friend's Christmas stocking and then retiring a considerable distance.

The first chapter, tracing the historical evolution of the conflicting demands of classical humanism and empiricism, expresses a nostalgia for the Renaissance and its pursuit of both excellence and the mental freedom believed to ensue from disciplined study. This is Bantock at his best, writing with enjoyment on matters about which he cares a great deal, carefully argued, tendentious here and there, but much more balanced than his critics give him credit for.

The debate over memory and observation, historical culture and immediate sense impression, words and things, is described through the leading thinkers of the past few centuries: Erasmus who emphasized the importance of language and the need for instruction to proceed experience, in contrast with Camenius who believed we should study the heaven, the earth, oaks and beeches, but not books, and then Locke, Rousseau, Herbart up to T. S. Eliot and Paul Hirst. He takes care not to oversimplify or easily stereotype and highlights subtleties in the arguments which other writers neglect or perhaps never notice.

It is in the jousts with "progressives", "radicals" and others with whom he disagrees that Bantock has most fun, laying about him at contemporaries such as Brian Jackson, Michael Young, Neil Postman, John White, Richard Pring and Neil Postman, though the last of those is said to have had a recent conversion and joined the other exile.

Several of his statements in these chapters will irritate many readers just as they annoyed me, especially those that appear to be outrageously prejudiced and deprecating, such as "We have yet to count the cultural cost of the socalled comprehensive school and its encouragement and endorsement of mass interests in pop music, charm schools and the like", or "Indeed, it is only possible to pretend that the working classes today have a culture if one juggles with the meaning of the word 'culture'."

After the astringent criticism of what for many is regarded as current orthodoxy one looks forward to chapter five, "The Alternative Curriculum", with some anticipation. Alas, it is the major disappointment in the book, partly because, as Bantock admits, his own recent experience of schools is vicarious, via his wife's work as a teacher or his chairing of a School's Council curriculum project advisory committee—nor exactly front-line.

The Bantock Plan is to be aimed initially at the bottom 25 per cent of the ability range and stresses literacy and expressive action as the key to emotional discipline. Laban-type dance is emphasized along with media studies, a bit of art and craft, poetry, music and drama. Games are added to make three-fifths of this formula for a lithe peasantry. "For the rest there should be an emphasis on domestic life ordinarily for girls but that boys should be encouraged to share, and aspects of technical education for boys but also for girls to a greater extent than at present." At this point any radicals still reading the book will lapse into severe shock.

The saddest feature about chapter five is that many people will see it as the final indictment of the Renaissance thinking on which it is based, in that faith in words and the excellence of mind is insufficient and leads to the proposal of an all-dancing, all-singing curriculum that no one who had direct first-hand experience of schools would seriously endorse, and that it is the influence of the empiricists on education that has improved the quality of life far above the wretchedness experienced by the mass in former times.

Nevertheless, this is a spirited book written by a craftsman with wit, enjoyment and scholarship, every phrase carefully honed. Though I felt infuriated, and brought out several points, I found the book stimulating to read, occasionally condescending or arrogant, frequently profound, head and shoulders above much that one reads on curriculum, rarely dull. His views deserve a proper hearing, even if the proposed solutions are too comical for the pragmatists.

There are some good books in the Routledge education series, and a very useful addition, Denis Lawton's *The Politics of the School Curriculum*, gives an account of the head-spinning set of official papers and circulars to emerge up to 1978 or so.

The author brings to the subject the same clarity with which he wrote in *Social Class, Language and Education*, the most readable exposition of Bernstein's work. There are chapters on the Assessment of Performance Unit, the examination system and control of the curriculum, and one on the growing power of the DES civil servants.

Much of what is described is unambiguous and unexceptionable, and there is a succinct summary of the central points in the "Great Debate"; the DES circular 14/77 to local authorities, the HMI *Curriculum 11-16* booklet and many others. Anyone needing orientation will find the book helpful.

Less satisfactory is the account of the DES, which reads like what it is: an outsider's speculation about the internal workings of a secret police based on the odd hint and the Select Committee report, augmented by one or two well-written pieces and a sizable folklore. One gains the impression of a sinister developments are afoot that central control is around the corner and that the DES operates by stealth and secrecy, but there is not much more than dark hints.

Whether the corridors of Elizabeth House echo with the hollow laughter of merry mandarins envisaged with mirth at the futile attempts of outsiders to penetrate the workings of the citadel are never to be known. Mandarins themselves are forbidden to speak but even in retirement. There are two former civil servants, Sir Maurice Kogan, to write both with an insider's knowledge and a sense of detachment, and the Crick and Mulloy Diaries. If they were to be published, would invade no end list of bestsellers. I suspect the DES is too busy lurching from one crisis and one minister to the next to engage in any well thought-out intrigue, though the cherry bid for more central control of the curriculum is probably the nearest we shall get to it.

Penelope Weston's *Negotiating the Curriculum* is a workmanlike slightly untidy case study of the parts of the curriculum of a third year at a "West Merch Bay School" era determinated. As with many case studies the wealth of detail can become a little tedious when one does not know the school, and the reporting of data is only occasionally related back to the theoretical considerations with described in the opening section. But case studies are very important, and this one has the advantage of being fully documented, school level, and within the wider framework of data collected from 117 West Midlands schools as part of an SSRC project. Many teachers will see aspects of schooling they know reflected in this largely interesting account of West Merch High.

E. C. Wragg

E. C. Wragg is director of the school of education at the University of Exeter.

Heinemann Books on EDUCATION

Process and Structure in Higher Education
TONY BECHER and MAURICE KOGAN
A comprehensive analysis of British higher education — its characteristics, functions, and values at every level, its patterns of evaluation and resource allocation, and its responses to change.
'This book sets out to describe the essential elements of the system, how they function as separate components, how they relate to each other, and how they work as an integrated whole... It is written with some style, pungent and epigramatic. It does offer another way of looking at, and into the system, free from those mists of essentially political issues which frequently obscure the higher education landscape.' *Education*
cased £12.50 net

Crowther to Warnock
RICK ROGERS
An important book which considers the fate of fourteen key reports produced by Government-appointed committees of enquiry over the past twenty years. The reports are concerned with the education, health, and welfare of children, and the author explains how the reports came to be written and how far the reports' recommendations have been implemented.
Crowther to Warnock is a valuable and concise reference work for teachers, students and administrators, as well as a useful guide for parents and young people who want to know what has been recommended on their behalf, how much has been done to help them — and how much still needs to be done.
Publication Date November 1980 cased £12.50 net paper £4.95 net

Minorities
A Teacher's Resource Book for the Multi-ethnic Curriculum
DAVID HICKS
The central theme of this book is the crucial role of majority/minority issues in the world today and the need for students to understand the nature of such issues. It focuses on discrimination against ethnic, cultural and religious minorities and the perspectives that the minority experience engenders.
The first resource book of its kind to come from the UK, it will be of interest to teachers of Social Studies, Geography, Modern History and English as well as those involved in moral, multi-ethnic, social and political education.
Publication Date early 1981 limp £8.50

Heinemann Educational Books

The evils of behaviourism

Behaviorism and Schooling
by I. S. Steinberg
Martin Robertson, £8.50
ISBN 0 85520 295 5

Although the ostensible target of Professor Steinberg's attack in this book is behaviourism, the resemblance to a well-known psychological species (or genus) of the same name is only partial. Steinberg is really concerned to nail utopianism and scientism in social thinking. Since the application to schooling of some elements of behaviourism exhibits these characteristics behaviourism serves as a convenient whipping boy. The strategy is an effective one.

The argument is familiar. Social scientists of a certain cast of mind have utopian aspirations, or are willing to offer their skills to utopian engineers. His concern, however, is not so much that utopian proposals might be realised as that the attempt to implement them through spuriously scientific means—an attempt doomed to failure—will lead to a trivialization of human affairs and a depreciation of human values. Behaviourism, identified as scientism, is in his view an over-reacher with short and exceedingly clumsy arms.

Steinberg's paradigms are behavioural objectives for student learning and behavioural specification of skills in teacher training. Here he scores palpable hits with no great effort. While it may be comparatively easy to specify explicit learning objectives at the elementary levels of a well-articulated subject such as mathematics ("solve simultaneous equations of the first degree in two variables when all coefficients and constants are positive integers") how can this be done in the humanities? In historical or literary subjects, even at an elementary level, and in all subjects at a higher level successful learning is supposedly reconstructive and creative and hence cannot be stated explicitly in advance. Merit, of course, may be recognized by the teacher but it cannot be fully specified prospectively except in a pseudo-objective fashion ("show an appreciation of the imagery in *The Rape of the Lock*"). On the matter of teacher training, Steinberg relates a dreary tale of student teachers ticking off on a check-list such items as, "How to operate a film-strip projector" and "How to administer a standardised test of intelligence". The suggestion is that in some colleges in the United States teacher training consists of nothing more than instruction in such clearly defined but none the less ancillary skills.

These are fairly straightforward examples of the grossness and insensitivity of some educational thinking and, in truth, some of the blame may be attributed to the influence of psychological behaviourism. On the other hand, behaviourism is not all bad. Although the rarefied atmosphere in the upper reaches of the ivory tower may lead, occasionally, to delusions of grandeur relatively few behaviourists are utopian. Furthermore, behaviourism in its broadest sense can be thought of as the attempt to devise observable indexes of covert psychological mechanisms and the discovery of regularities among them. The shrewd behaviourist will avoid the temptation to employ simple-minded indexes the only merit of which is that they are easily observed or measured. The examples described by Steinberg are abuses of behaviourist method rather than characteristic of it. Steinberg also seems to believe that there is a clear distinction between knowledge of principles in understanding of principles in subject. But can understanding be achieved without the mastering of facts? Is not understanding drawn from factual knowledge? Many techniques which Steinberg affects to despise—programmed instruction, for example—are effective in conveying factual knowledge. If fault is in supposing that that is all there is to be learned.

More generally, Steinberg is critical of the central role attributed to psychology in teacher training. Here he has a point: psychology for a variety of not wholly commendable reasons have been exaggerated the applicability of current psychological knowledge to educational practice. Nevertheless there is little substantial knowledge in psychology which can be offered student teachers without qualification. What can be offered, however, is training in approaches from a general appreciation of empirical approaches in related fields, is training in research methods for conducting inquiries into specific educational problems.

Behaviourism in schools, Steinberg concludes, is a fairly old, battered and, for the most part, ineffectual villain in the piece. In American education it has been overtaken by accountability. Professionals and women are no longer mistrusted by the public to discharge their duties thoughtfully and scientiously. The work of the teacher must be measured by means, however imperfect, appropriate to ensure that labourers is worthy of his hire.

Bryan Batt is senior lecturer in psychology at the University of Strathclyde.

BOOKS

Local reorganization

The Leicestershire Plan
edited by A. N. Fairbairn
Heinemann Educational, £9.50
ISBN 0 435 80298 4

Leicester Schools 1944-1974
by John Mander
Leicester City Council, £4.80
ISBN 0 901675 30 X

Comprehensive reorganization has not only ended selection but has regrouped children by age as well. Seven and eleven have ceased to be the only ages of transfer; nationally children may change schools at any age from seven to fourteen.

The Leicestershire Plan, produced in 1959 and implemented ten years later, has 11 to 14 high schools, created from secondary moderns, and 14 to 18 upper schools, all except one created from grammar schools. A. N. Fairbairn, Leicestershire's Director of Education, has edited a book which is celebratory (and sometimes self-congratulatory) as the twenty-first anniversary of the plan's inception. His introduction outlines the plan's origins under his predecessor S. C. Mason, and its practical realization. This is presented as a conflict-free, self-evidently justified process, designed to meet the largely unspecified "changing needs" of society. These special qualities of the Leicestershire two-tier system are briefly defended against "emasculated" sixth-form colleges and the "pitfall" of the tertiary college.

Most of the other contributors are or were head teachers of Leicestershire schools or principals of the community colleges which have been created from some of the high schools and include adult education. These are insiders' accounts of the formations of particular schools and colleges, including the more recent development of 10-14 schools. The special advantages claimed for the two-tier system are not supported by comparisons with any other arrangements; they are simply assumed to have satisfied the unspecified "needs" of the children. These chapters and those on the curriculum will be of more local than national interest.

The former county borough of Leicester did not reorganize along comprehensive lines. John Mander was head of the schools branch of the city's education department over much of the period covered in his book, which is based on his PhD thesis, and admirably published by the present City Council. As the contributors to the Leicestershire volume show, it is difficult to be objective about enterprises of which you have been part, but Dr Mander does very well and is helped by his decision not to name the people involved, including himself.

His emphasis, understandably, is on the way the requirements of local and central government were met in relation to numbers of pupils and teachers, and the available buildings and equipment. Education in Leicester up to 1944 is presented against the national background, and there are some interesting examples of the way the local authority responded in diplomatic tones to central government policies, while intending to do nothing about them. The nursery classes in infant schools were preserved in this way against the Ministry's policy of separate nursery schools.

The main period of the study, 1944-74, is covered in chapters which deal separately with the numbers of children, teachers and buildings. This material could have been presented without repetition if it had been combined; as it is birth bulges and immigrant influxes are dealt with two or three times.

The most interesting chapter concerns the organization of secondary education or, more correctly, its non-reorganization. This is attributed, in part, to the satisfaction of many of the interest groups with the existing selective system. Except for a short period, the party political control at the local and national levels were not the same, and this led to a sequence of proposals for reorganization, followed by central modification, reformulation and ultimate rejection. The attitude in the city to the events in the surrounding county was to avoid the "Leicestershire Plan" at all costs. Was it local chauvinism? Dr Mander does not explain. There is more to be told, but perhaps his own involvement makes it difficult to tell with any kind of objectivity.

With local authority reorganization in 1974, education in the city of Leicester became the responsibility of the new enlarged County of Leicester authority. Comprehensive reorganization in the city has produced a mixed system of 11-16 schools, 11-18 schools, and sixth-form colleges—and not the "Leicestershire plan".

Ronald King

Dr King is reader in education at the University of Exeter.

Prescriptions of the past

Studies in the History of Educational Theory, volume one: Artifice and Nature 1350-1765
by G. H. Bantock
Allen & Unwin, £15.00
ISBN 0 04 370092 6

Professor Bantock has been busy in his retirement producing the work which has been implicit in all of his earlier, well-known thought and writing: the historical basis of current attitudes and assumptions about education.

His sub-title, *Artifice and Nature 1350-1765*, is important, since a first glance at the contents page, from Erasmus to Rousseau, might well lead the reader to believe that there was yet another rather old-fashioned text of the kind characterised by Professor Bantock as a sort of Cook's Tour of theories, neatly encapsulated in brief summaries of their views on teacher, pupil and content.

But as he makes clear in his introduction, such texts and the courses based on them for those preparing to enter the teaching profession have long been displaced by courses based on the social sciences. He neglects to mention some ways of introducing students to the notion that the past lives on in the present, influencing, consciously or unconsciously, current decision-making. But his task is rather to revive in the minds of his readers the value of looking again at past thought, to persuade them that there is something there to be looked at—something potentially of considerable cultural richness, indicative of important movements of thought.

Professor Bantock recognizes the difficulty of such a task, both for himself as author and for his readers, especially for those who are preparing (mostly without benefit of historical training) to be teachers. The task is to "escape from the categories of our own thinking to enter upon very different categories, a different set of priorities, a different set of emphases". In this way the student would avoid the simplistic "educationism". (Professor Bantock's favourite hate-word) of educational metaphors which characterize the child as a plant, or a sheet of paper, or a blank wax tablet or a little pitcher, and the teacher as a "gardener tending or an entrepreneur impressing".

Yet there remains a doubt about his intended readership, for the student-teacher will find a difficult task made more so by Professor Bantock's highly allusive and at times complex (though always elegantly complex) style. He is always ready to help his reader identify the incompatibilities in a writer's thought and prescriptions, to point to the dilemmas which are ultimately unresolvable, and thus to emphasize that most educational decision-making rests upon a weighing of pros and cons. Certainly the educator should be aware that the disadvantages of any decision will remain to complicate its implementation. But one wonders what most of Professor Bantock's readers, being at the preparatory stage of their studies, would make of the following summing up of a section in his chapter on Locke: "Here surely we have intimations of both subjectivist—later appearing as self-expressive—notions and objective environmentalist theories of educational development."

In the end one has to ask whether his approach to the "great educators" will better provide "an essential propaedeutic to any serious study of education in our own times" (as the dust-jacket puts it) than the older type course or the more recent thematic approach which aims to introduce students to the ways in which the past permeates (for good or ill) their present thoughts and future actions as teachers.

His case, one reluctantly concludes, must remain at the very least "not proven". As a propaedeutic it would defeat most students, fascinating as it is in an experienced worker in the field who can range freely with Professor Bantock over different periods of history. But as "a work of interpretation" it must also be faulted, on the grounds that it does not emerge as an attempt to understand and explain why certain educational writers wrote as they did when they did on matters which most would recognize as perennially debateable. Instead it shows how we have been brought to the present carry state by those who have sought "to substitute an 'expressionist' theory of education for a 'formative' one reflected in an attempted readjustment of the interplay of 'art' and 'nature'".

Moreover, Professor Bantock does this by constant reliance on a linear approach to historical explanation. The evolution with which the book is concerned" pushed him to seek and find "hints—the merest hints, no more" of the future in past writings, to show that "the movement towards diversity ... had been preparing in a subterranean way for a surprisingly long time", that as "'imitation' gives way to gradually evolving notions of cognitive independence, attention to 'words' is replaced by attention to 'things'." The devastating critique of Rousseau in the final chapter enables him to point to a denial of "words" and their "essentially poetic and metaphoric possibilities", to the consequent detriment of the human mind's "freedom in speculation, its refusal to be tied to the contingencies of time and space".

Deriving what are considered to be the realities of the present from the prescriptions of the past is a dangerous game at the best of times, but it makes it all the more urgent to remind the reader (as E. H. Carr reminded his in *What is History?*) of the necessity to "know your historian".

Kenneth Charlton

Kenneth Charlton is professor of education at King's College London.

Educating our Masters, edited with an introduction by David A. Reeder, is an anthology of articles and lectures from the liberal educational theorists of Victorian England, the late-Victorians. Their contribution to the educational debate of the last quarter of the nineteenth century was a leaflet in the national discussion of schooling and in the planning of an educational machinery to deal with people in the mass.

The pieces collected in this volume reflect the developing attitudes of the liberals to the educational and social needs of the working class. They include Sir James Kay-Shuttleworth's "Popular Education" (1860), the Young England leader F. D. Maurice's "The Working man and the Franchise" (1866), and A. H. D. Acland's "The Education of Citizens" (1883), ending with Michael Sadler's "National Education and Social Ideas" (1901). The main concern of these writers appears to be with achieving through education their ideals of citizenship and community.

The book is published in the Leicester University Press Victorian Library series at £11.50.

SECONDARY SCHOOLS AND THE WELFARE NETWORK
Daphne Johnson, Elizabeth Ransom, Tim Packwood, Katherine Bowden and Maurice Kogan
April 1980
0 04 371071 9 Hardback £ 8.50
0 04 371072 7 Paperback £ 3.95
Unwin Education Books

CLASSROOM OBSERVATIONS OF PRIMARY SCHOOL CHILDREN
All in a Day
Richard W. Mills
August 1980
0 04 372028 5 Hardback £10.00
0 04 371029 3 Paperback £ 4.50
Unwin Education Books

EDUCATING ADOLESCENT GIRLS
E. M. Chandler
September 1980
0 04 370096 9 Hardback £12.00
0 04 370097 7 Paperback £ 4.50
Unwin Education Books

STUDIES IN THE HISTORY OF EDUCATIONAL THEORY
Volume 1: Artifice and Nature 1350-1765
G. H. Bantock
July 1980
0 04 370092 6 Hardback £15.00

DIVERSITY AND UNITY IN EDUCATION
A Comparative Analysis
Brian Holmes, Editor
June 1980
0 04 370094 2 Hardback £12.50

George Allen & Unwin
London Boston Sydney
Further details from: Academic Marketing Department, George Allen & Unwin, PO Box 18, Park Lane, Hemel Hempstead, Herts, HP2 4TE.

Wiley CHICHESTER NEW YORK BRISBANE TORONTO

OUT OF SCHOOL: Modern Perspectives in Truancy and School Refusal
edited by L. Hersov, *The Bethlem Royal and the Maudsley Hospitals*, and I. Berg, *Leeds Area Health Authority, Yorks Regional Health Authority, and University of Leeds*
Contains a number of contributions presenting different perspectives on the problems associated with failure to attend school. These problems are looked at from the point of view of those working in clinics, schools, courts and welfare agencies, as well as researchers with a broad epidemiological perspective. In addition to providing an outline of current research and thinking on the subject, the practical management of school refusal and truancy is covered.
0471 27743 6 approx. 320 pages November 1980 approx. $35.75/£13.00

INTELLIGENCE, LEARNING, & ACTION: A Foundation for Theory and Practice in Education
by R.R. Skemp, *Department of Education, University of Warwick*
Offers the possibility of developing education as a discipline in its own right, and offers a foundation for a unified educational theory, of direct application to everyday problems. Cognitive and affective aspects of human experience are re-integrated, and there is a clear and experimentally verifiable explanation of the function of consciousness.
0471 997471 340 pages July 1979 (cloth) $46.20/£16.70
0471 273751 340 pages July 1979 (paper) $16.60/£6.45

SCHOOL AND THE SOCIAL ORDER
by F. Musgrove, *Department of Education, University of Manchester*
0471 276510 210 pages January 1980 (cloth) $32.30/£10.75
0471 276537 210 pages January 1980 (paper) $13.10/£4.95

FRIENDSHIP AND SOCIAL RELATIONS IN CHILDREN
edited by H.C. Foot and A.J. Chapman, both of *University of Wales Institute of Science and Technology, Cardiff*, and Jean R. Smith, *Department of Psychology, Whitchurch Hospital, Cardiff*
0471 27628 6 406 pages March 1980 $44.45/£14.80

A PEDIATRIC APPROACH TO LEARNING DISORDERS
by M.D. Levine and J.P. Shonkoff, both of *Children's Hospital Medical Center, Boston, Massachusetts*, and R. Brooks, *McLean Hospital, Belmont, Massachusetts*
0471 04736 8 358 pages April 1980 $24.65/£11.25
Please write to the Textbook Manager for further information — Inspection copies of certain titles available.

John Wiley & Sons Limited
Baffins Lane Chichester Sussex PO19 1UD England

BOOKS

Academic appointments in a buyers' market

The Changing Academic Market
by Neil Smelser and Robin Content
University of California Press, £9.50
ISBN 0 520 03753 7

"Sociology graduate, first-class honours degree, PhD, research experience in local authority, voluntary organization and university desperately seeks job. Will consider any reasonable offer." Advertisements of this kind littering the columns of *New Society*, the *New Statesman* and *The THES* may seem a rather remote possibility. My recent experience in recruiting two research officers for a two-year project suggests that we should not be too phlegmatic about the prospects for well-qualified people seeking either research or teaching posts in the social sciences. There were 60 applications for the two posts. There were no mistakes among them who could be eliminated at first glance, and few even that might be described as just aiming a bit too high. Constructing a short-list was therefore no easy task, and a number of potentially interesting candidates had to be rejected at that stage. Our problems, however, had hardly begun. At the end of a day's interviewing we found we could happily appoint all but one of the eleven candidates we had seen. All of them had higher degrees, only two of which were not in directly relevant fields. Without exception their referees were excellent, in several cases it would not be exaggerating to say their referees raved about them. Nearly all the candidates had already done some research on the area that the project would be investigating or one closely related to it. Nearly all of them had several publications.

With this kind of embarras de choix we were driven to a desperate search for further factors which would help us differentiate the candidates and thus avoid a totally arbitrary choice. Reluctantly we found ourselves considering how personable the candidates were. Since this might have had some bearing on whether they would make good interviewers of senior officials in various organizations, a central task of the research project, it was perhaps a reasonable criterion. Whether the candidates had a permanent job at present or were just coming to the end of a contract which would leave them unemployed became relevant. Ironically, the "lucky two" who we eventually decided to appoint are getting no guarantee of employment for more than two years, when presumably they will have to start on the whole painful process of finding a job again.

The experience led one to reflect on whether changes in the academic labour market should not lead to a re-examination of the practice of granting tenure for life. Would it not be both more efficient and more equitable to give all academics with permanent posts five-year contracts which would be reviewed at the end of the period? Reselection for MPs, reselection for university teachers? In a system where rapid expansion is followed by contraction this would at least provide a little more justice for those who through the accident of when they were born do not get a look in. The chances of this happening are of course remote; because those who are already comfortably ensconced in permanent jobs will fight to keep things as they are.

A change from sellers' market to buyers' market is not unique to British universities. It has happened in the United States, too, where as it happens tenure has always been harder to achieve than here and has definitely become more so in recent years. Neil Smelser and Robin Content in *The Changing Academic Market* describe the change to the buyers' market in the United States in one academic field, sociology. They also set out their own experience as chairman and administrative assistant in the department of sociology at Berkeley when suddenly faced in 1975 with the surprising opportunity of recruiting four new members of staff in one year, because of retirements and resignations. This windfall led Smelser and his colleagues to reconsider the process of recruitment common in American universities at the time.

The standard pattern in the past, at least in high-status institutions such as Berkeley, has been the "network search". By this is meant, to put it bluntly, a process by which the chairman of the department concerned, and possibly some of his senior colleagues, get on the telephone and ring round their cronies in other departments to find out if they have any high-fliers among their graduate students whom they could recommend for a candidate for an assistant professorship in a particular specialization. The system was one in which patronage and sponsorship counted and one in which the market was far from perfect. As such it was perceived to be unfair, especially by women and ethnic minority groups, which led to the demand for affirmative action.

However, it was not so much pressure of this kind but rather the failure to reach agreement and make an appointment when there was a vacancy to fill during the previous year that encouraged Smelser to reappraise recruitment methods. What happened during that previous year reads like a catalogue of disasters: no proper definition of departmental objectives and identification of gaps in expertise, no proper timetable with deadlines for achieving the various decisions entailed in short-listing, interviewing and appointing. Jokes about academics making bad administrators abound. However, incompetence on this scale leaves the reader incredulous. It also suggests that full-time university administrators are not earning their keep if they have been so unsuccessful in imposing on academic departments a sensible set of procedures. It was left to Smelser to set about devising his own "rational recruitment plan." This included a five-year academic plan for the department as the context and a set of rather obvious common-sense goals, such as maximizing the pool of candidates from which to draw, considering each candidate consistently and thoroughly with clear criteria universally applied, and avoiding serious disruption of the department's other work.

The process that ensued is then described in the book in painstaking and occasionally boring detail. Better record-keeping, the redeployment of secretaries, the use of a computer, the travel and hotel arrangements of the candidates are all included. More interesting is the analysis carried out of opening up the process by publicly advertising the posts instead of relying solely on "the network". Did it make any difference? Yes, in that it greatly increased the number of applicants (there were 300) than would have emerged through the "trawl" method. Yes, in that it produced more representatives of ethnic minorities than emerged through the use of networks. No, in that it did not produce more women. No, in that those who were appointed in the end all came from the top graduate schools who were informally trawled anyway.

It is hard for a British reviewer to be as fair as perhaps he or she should be to this book. Public advertisement and rational procedures with carefully laid-down rules have been such a central part of the system here for so long that one is tempted to ask what all the fuss is about, and whether an American innovation is not being created out of a rather small molehill. The recruitment task is, however, much simpler in the British system because it is so much smaller and so much less differentiated in terms of institutional quality, and because it boasts a national press where advertisements can be placed.

The book is in fact an honest and even brave attempt to document a department's failures as well as its successes in trying to introduce some necessary reforms. The lessons for the United Kingdom are perhaps fewer than it would be the case when we examine the United States' experience. This is an area where we can legitimately claim to have managed things rather better at least at the administrative sense. Smelser and Content consider Berkeley's biggest failure was in the handling of the failed candidates, whose aspirations had been raised and then not met. But it is hard to see what could have been done about that in the buyer's market which exists here as well as there, as my own experience described above indicates. It raises more fundamental questions about the planning of higher education and the numbers of graduate students that should be trained in research to which neither the authors nor I have the answers.

Tessa Blackstone

Tessa Blackstone is professor of educational administration at London University's Institute of Education.

Higher Education and the Needs of Society

A Report prepared for the ILO within the framework of the World Employment Programme

Ulrich Teichler, Dirk Hartung and Reinhard Nuthmann

This study, prepared originally for the International Labour Office, is essentially concerned with the relationship between education, employment and social inequality. In particular, it considers the selection function of education, especially in relation to university admissions policies, planning for manpower requirements, and the observed persistence of social inequality.

Order No. 8469 02 4 — £5.95

Recurrent Education in Western Europe

Edited by Manfred Jourdan

Recurrent education is a relatively new idea which has evolved internationally to meet the needs and aspirations of post-war society: this collection of papers, written by distinguished specialists from the Council of Europe member countries, traces for the first time the origins of the concept and the development of schemes throughout Europe.

Order No. 8458 02 4 — Price on application

Co-operative Education Today

Edited by James Reed

This First World Conference on Co-operative Education was held at Bruce University in May 1979. It brought together representatives of both industrial and educational institutions from throughout the world. Each speaker set out to trace the historical development of co-operative on sandwich education in his or her own country, to describe the existing schemes and their links with government organizations and employers, and to indicate future developments.

Order No. 8457 02 4 — £15.00

Unified Vocational Preparation

Monika Jamieson Wray, Christine Moor and Sheelagh Hill

The first full evaluation of the introductory Unified Vocational Preparation pilot programmes, which enables the education and training services and industry to come together to design and provide schemes of vocational preparation for 16-18 year olds who, on leaving school, enter Education and training, or the world of work without adequate preparation.

Order No. 8068 02 1 — £6.95

Teacher Careers and Careers Perceptions

Geoffrey Lyons

This book challenges the widely-held view of teachers as a homogeneous group, to investigate the very different motivations and satisfactions they have, and the different ways in which they see and construct their careers. It raises major questions about judgment of teacher worth, the reward structure and the value placed upon individual initiative, and suggests that the educational sector might systematically reassess many issues within this area.

Order No. 8477 02 4 — Price on application

NFER Publishing Company Ltd
Darville House
2 Oxford Road East
Windsor, Berks SL4 1DF

Education for its own sake

Education and Enquiry
by John Anderson
edited by D. Z. Phillips
Blackwell, £12.00
ISBN 0 631 12531 0

John Anderson left Scotland in 1927 for Australia to take up the Challis Chair of Philosophy at the University of Sydney, a position which he occupied until his retirement in 1958. During that time he came to play a leading part in the intellectual life of Sydney. *Education and Enquiry* contains ten essays on education and educational topics written by Anderson himself and three essays by way of introduction by P. H. Partridge, John Mackie and Eugene Kamenka.

When Anderson began his philosophical career at the University of Glasgow, where he graduated in 1917, British philosophy was still dominated by Idealism, and, although Anderson did not remain an Idealist, he did retain the idea of philosophy as a comprehensive, thought-out system or position. That system provided a "fundamental apparatus of understanding and criticism" which, as Partridge reports, could be used to understand, criticize and assess other inquiries and institutions such as art, politics, morals and, of course, education. Practice is thus discussed from an abstract philosophical point of view. On the other hand, it is also clear that Anderson became very much an Australian, fully "immersed in the local scene" and "as local as a magpie", interested in and much concerned about trends in, among other things, Aboriginal life in New South Wales. As Partridge puts it, "he brought to Sydney a new kind of philosophically-based criticism", confronting "the pieties of our time and place . . . with a considered and coherent philosophical position."

In discussing education, therefore, he clearly has before him the example of education in Australia at the time at which he was writing. His concern however is not with its details but with the assumptions which lay behind it; for example the tacit assumption in an Australian Council for Educational Research pamphlet in 1943 that we all agree about what is "desirable" (about what would be "a better world after the war") though we may have doubts about how to get it. As a result, his discussions are both philosophically informed and pertinent. He discusses issues which were perceived to be, and which were, of importance in a clear, rational (and also highly literate) way; but also in a way which is deeply committed.

When then, were Anderson's views on education? As one would expect from his Idealist origins, he recognizes the importance of tradition and of the interrelatedness of things. But things, including education, have their own identities. They are not "part of one harmonious whole in which is hidden from all but the philosophic gaze. Conflict as well as tradition is part of the scheme of things and cannot be eliminated from it. This applies also, or rather especially, to values. Commitment cannot, therefore, be avoided. What is of value must be defended if it is to be preserved.

The main lines of Anderson's view of education are set out very clearly in Mackie's short paper. First, education is intellectual . . . the core of education is coming to understand, coming to know things in a systematic way". Secondly, "education is critical . . . It involves not only the understanding of new things, but also the rejection, in the light of fresh discoveries, of some things that one thought one knew". Thirdly, "education is the finding of a way of life", based on understanding and criticism. "And since it is the critical and intellectual life . . . is not the private possession of any one or indeed any number of individuals. It is a social tradition, even although it is only one tradition among others competing for our allegiance . . ."

Within this general approach, Anderson's main theme is the need to recognize education as something with an identity of its own and, consequently, the need to reject any kind of instrumentalism. Education—that is, educational institutions—are the scene of a conflict between what he calls the classical tradition and utilitarianism. By the former he means not primarily the study of the classics in all fields (although that is included) but the critical attitude which is an essential part of the wish to understand the nature of things for its own sake. The latter, in accepting only what is useful as having value, not only rejects the values internal to education but also, in putting forward a common denominator to which all other values can be reduced, denies the reality of conflict and assumes a false consensus. But, Anderson insists, it is not uncontroversial that education should be "directed beyond itself to social usefulness", "serving the Community" is an educational aim.

The purpose of education is not to prepare the individual for his place in provide skilled workers for industry, or indeed to promote any other interest which are inimical to its own. It is properly concerned with the development of the individual's capacities for understanding and the cultivation of critical inquiry for its own sake. As Kamenka puts it, the educational interest, the interest in culture, the immersion in reflection and inquiry is, like all interests, a special interest, competing with others". In Anderson's own words, "The field of education is a battlefield between illiberality and illiberality—between conservatism and liberalism and patriotism, between the treatment of the child as an end in itself or as fodder for the mill of him as job-fodder . . . This is true of education in general but especially true of the university. We have to take a particular view of the university as well as of society in general and to ask what within any so-called educational institution, there are genuine and anti-academic tendencies, what is academic . . . against what for . . . survival . . . against what academic philistinism as well as against the inroads of social measures against the inroads of social measures against the inroads of social measures

Classified Advertisements

To place your advertisements write to:
The Advertisement Manager, The Times Higher Education Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.
Tel. 01-837 1234.

Index

Fellowships and Studentships
Appointments vacant:
Universities
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges with Teacher Education
Colleges of Further Education
Colleges and Institutes of Higher Education
Colleges and Departments of Art
Research Posts
Administration
Overseas
Adult Education
Librarians
General Vacancies
Official Appointments

Appointments wanted:

Other Classifications:
Awards
Exhibitions
Personal
Courses
Conferences and Seminars
Holidays and Accommodation

Rates:
Classified Display—£7.25 pscc
Minimum size: 9cm × 1 col @ £65.25
Classified Linage—£1.40 per line
Minimum 3 lines—@ £4.20
Box number—£2.00

Copy deadlines:
Classified Display: Friday in the week prior to publication
Classified Linage: Monday 10.00 am in the week of publication

Universities

VICTORIA UNIVERSITY OF WELLINGTON
New Zealand

ECONOMICS
Lectureship in the Department of Economics
Applicants required to take part in undergraduate teaching which may include introductory economics and/or quantitative methods, with a major interest in some combination of theoretical micro-economics, mathematical economics and general equilibrium theory: an advantage although an interest in international trade, econometrics or industry economics also welcome. From 1 February, 1981.
Closing date: 15 December, 1980.

ENGLISH AS SECOND LANGUAGE
Lectureship in the English Language Institute
Applicants must have experience of classroom teaching of English as a second or foreign language and/or the training of teachers of English as a second language, one or both in the South Pacific areas. Expertise in the field of the Dip TESL option for teachers in New Zealand would be an advantage. From 1 February, 1981.
Closing date: 15 December, 1980.

GEOGRAPHY (2 POSTS)
Lectureships in the Department of Geography
One appointment will be made in the Geography of Asia and the other in Urban Geography. Applicants for the post in the Geography of Asia should have knowledge of the development theory or the history of the region. For the post in Urban Geography applicants should have an interest and experience in the political economy of Third World cities, preferably in Asia; an interest in the informal sector, urban growth and regional development. From 1 February, 1981.
Closing date: 31 January, 1981.
Salaries: The salary scale for Lecturers is NZ$15,755 to NZ$19,360 per annum.
Conditions of Appointment and method of application may be obtained from the Appointments Officer in the University or from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

SHORT-TERM TEACHING VISITORSHIPS TO THIRD-WORLD UNIVERSITIES

The Inter-University Council funds academic visitorships for periods of between 1 and 4 months to Universities in the third world, mainly in Africa. These afford an opportunity to staff of British Universities and Polytechnics to participate in overseas teaching programmes at undergraduate and postgraduate levels at the request of overseas universities.
The IUC would welcome statements of interest from British academics in particular directions willing to participate in this programme in the coming 2-year period. Staff should be willing to proceed overseas unaccompanied by family. Previous third world experience is desirable.
The disciplines in which staff are sought are:
AGRICULTURE VETERINARY SCIENCE AND RURAL DEVELOPMENT particularly
Agronomy — Rural Sociology
Agricultural Engineering — Soil Science
Agricultural Economics — Agricultural Zoology and Animal Production — Pesticide Technology
MEDICINE particularly
Anatomy — Community Medicine
Physiology — Clinical Biochemistry
Pathology — Microbiology
ENGINEERING particularly
Production Engineering — Materials Technology
Quantity Surveying — Applied Electronics
Chemical Engineering — Civil Engineering
Biomedical Engineering — Mechanical Engineering
The scheme provides fares and allowances, though it is hoped home institutions would continue salary during the absence.
Statements of interest, accompanied by a curriculum vitae outlining teaching and research experience, should be sent to Division A, IUC, 90/91 Tottenham Court Road, London, W1P 0PT.

BRADFORD
THE UNIVERSITY
MODERN LANGUAGES CENTRE
LECTURESHIP IN FRENCH STUDIES
Applications are invited from suitably qualified candidates, preferably native speakers, interested in the development of language teaching at University level, teaching duties will be mainly concerned with French language and literature in Modern Languages and Linguistics courses. The successful candidate will be expected to take up duties as soon as possible.
Salary: £6,905 to £11,675 per annum. Superannuation.
Further particulars/application forms (to be returned as soon as possible) obtainable from the Registrar, University of Bradford, Bradford, West Yorkshire BD7 1DP.

BRISTOL
THE UNIVERSITY
LECTURESHIP IN PHYSICS
Applications are invited for a Lectureship in Physics, which is tenable from 1st January, 1981. Applicants should be qualified to participate in one of the University's strong research fields of the Department.
Salary within the Lecturer scale: initially within the range £5,905 to £9,605 per annum.
Further particulars may be obtained from the Registrar and Secretary, University of Bristol, Senate House, Bristol BS8 1TH, to whom enquiries, including the names of three referees, should be sent by 16th December, 1980 (please quote reference 381).

MASSEY UNIVERSITY
Palmerston North, New Zealand
DEPARTMENT OF AGRICULTURAL ECONOMICS AND FARM MANAGEMENT
SENIOR LECTURER/LECTURER IN HORTICULTURAL MANAGEMENT AND ECONOMICS (CONTRACT APPOINTMENT)
Applications are invited for the position of Senior Lecturer or Lecturer in the field of horticultural management and economics, in the Department of Agricultural Economics and Farm Management. Dr. J. H. Dean, who was previously responsible for this aspect of the Department's activities, has recently been appointed to a Personal Chair in Agricultural Economics at Massey University.
The Department currently offers a total of three courses in Horticultural Management and one in Horticultural Economics as part of the B. Hort. Sc. programme, and one course in Horticultural Management for the Diploma in Horticulture. The successful applicant would be expected to teach these courses in collaboration with an already-appointed Junior Lecturer in Horticultural Management. He/she would also be encouraged to develop graduate programmes in horticultural management and to engage in research activities.
Applicants for the Senior Lecturer position should hold an advanced degree preferably in horticultural science, agricultural economics or business management. Contract appointments are for a term of up to three years, are not normally renewable, but carry with them a relocation allowance. Salary: Senior Lecturer NZ$19,848-$22,719; Lecturer NZ$15,755-$19,360.
Further details of the positions and Department of Agricultural Economics and Farm Management teaching programmes can be obtained from the Head of Department: Professor R. J. Townsley in his University. Details of conditions of appointment may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, of the Registrar of the University. Applications close on 28 November 1980.

UNIVERSITY OF SURREY
LECTURESHIP IN CONTROL ENGINEERING
Applications are invited for a lectureship in Control Engineering to be held in the Department of Electronic & Electrical Engineering. Candidates should have previous teaching and/or industrial experience in control system design. The person appointed will be expected to take an active part in teaching Control at undergraduate and postgraduate levels and in the research of the Control & Computer Group; the Group is particularly concerned with microprocessor control, techniques and experience in this field would be an advantage. Salary in the range £5,905-£11,675 per annum (under review). Superannuation under USS conditions.
Further particulars about the post may be obtained from the Academic Registrar (LFO), University of Surrey, Guildford GU2 5XH, or telephone Guildford 71281 extension 818. Applications from men and women, in the form of a curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

UNIVERSITY OF EAST ANGLIA
Norwich
Temporary Lectureship in Sociology
Applications are invited for the above post in the School of Economic and Social Studies. The post will be tenable from 1st January, 1981 (or 1st July, 1981, if preferred). Preference will be given to candidates having an interest in political sociology and/or research methods. Salary within the range £5,905-£9,605 p.a.
Applications (one copy only), giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom references may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ (telephone 0603 56161 ext. 3126), from whom further particulars may be obtained (not later than 14th November 1980. No form of application is issued. In naming three referees you are particularly requested to give only the names of those who can immediately be approached.

UNIVERSITY OF SURREY
Faculty of Engineering
LECTURER IN MANAGEMENT AND ENGINEERING
The Faculty of Engineering wishes to appoint a lecturer to the staff of the Honours Degree Course in Engineering. The course is interdisciplinary and includes management subjects. The Faculty's courses are of the 2-1-1 pattern in which the third year is spent in industrial training.
The person appointed will be required to lecture in engineering management subjects to all Faculty engineering courses, and in some branch of engineering technology to the Honours Degree Course in Engineering, according to his/her qualifications and experience.
He/she will also be required to act as tutor in all engineering subjects, to assist with course administration and to take part in industrial training placement and visiting students in industry.
A good honours degree in an engineering subject is essential, and a postgraduate qualification in management and experience in engineering management are desirable.
Salary will be in the range £5,905-£11,675 per annum.
Further particulars may be obtained from the Academic Registrar (LFO), University of Surrey, GU2 5XH or telephone Guildford 71281 extension 818. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should arrive by 21st November 1980.

Southampton THE UNIVERSITY
CONSULTING ENGINEER INSTITUTE OF CRYOGENICS
Applications are invited for the post of Consulting Engineer in the newly formed Institute of Cryogenics, Faculty of Engineering and Applied Science.
Candidates should have wide experience with cryogenic fluids in industry, and an active research interest in cryogenics or refrigeration engineering.
The person appointed will be expected to contribute to the industrial advisory and consulting activity of the Institute and take an active part in the postgraduate training and research programmes.
Salary scale up to £11,675 per annum, the initial salary depending on qualifications and experience.
Further particulars from C. A. S. Copland, The University, Southampton SO9 5NH, to whom applications (in duplicate) should be sent giving brief curriculum vitae and the names of three referees, quoting reference No. 200/A/TNES.

UNIVERSITY OF SURREY
Lectureship in Power Electronics & Machines
Applications are invited for a lectureship in the above-mentioned field to be held in the Department of Electronic & Electrical Engineering.
Candidates should have relevant teaching and/or industrial experience. The successful applicant will be expected to take an active part in the teaching of power and machines at undergraduate level; he/she will also play a significant role in establishing, with two other colleagues, a research group to work on the application of electronic power conditioning to various types of motor.
Salary in the range of £5,905-£11,675 per annum. Superannuation under USS conditions.
Further particulars about the post may be obtained from the Academic Registrar (LFO), University of Surrey, Guildford GU2 5XH, or telephone Guildford 71281 extension 818. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

Universities continued

HONG KONG
THE UNIVERSITY
CHAIR OF ENGLISH
Applications are invited for the Chair of English which may be in the field of English Linguistics or in English Literature. The Chair is in the Department of English Studies and Comparative Literature and is especial to carry with it Headship of the Department.
Applicants should have strong academic qualifications in some aspects of the work of the English studies section at the Dublin Institute which covers the full portment Linguistics or English literature from Chaucer to the twentieth century, as well as language and linguistic interests.
Annual salary approximately will be within the professorial range and not less than HK$212,400 (£1 equals HK$11.90 approximately).
At least one assistant will not exceed 16 per cent of gross income. Housing at a rental of 7½ per cent of annual salary, education allowance, leave and medical benefits are provided.
Further particulars and application forms may be obtained from the Secretary General, Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Recruitment Section, Secretary's Office, University of Hong Kong, Hong Kong.
The closing date for applications is December 15, 1980.

LONDON
THE UNIVERSITY
BIRKBECK COLLEGE
POST-DOCTORAL RESEARCH FELLOW
STATISTICS DEPARTMENT
This new college-funded appointment, commencing January 1, 1981, is intended to foster collaborative research in statistics in areas of joint interest to the Statistics Department and academic staff in other departments of the college. It is hoped that a number of specific projects will be tackled and that the successful applicant will be able to assist with supervision of research students.
Initial election, which will depend on age, experience and qualifications, will be made to one of the first two scales on the scale (£4,905-£6,905) for lecturers: £6,905-£9,605 and £9,045-£11,675 (with a contributory pension scheme under USS conditions).
The appointment will be made at the appropriate point in the scale, subject to a period of up to three years in the first instance. Further particulars may be obtained from the Personnel Officer, The University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford (0483) 71281 extension 816. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

BELFAST
THE QUEEN'S UNIVERSITY
LECTURESHIPS
Applications are invited for the following LECTURESHIPS tenable from January 1, 1981, or such other date as may be arranged.
IMPERIAL AND IRISH HISTORY
Candidates should ordinarily have research interests in imperial History and be qualified to teach British History of the nineteenth and twentieth centuries.
COMPUTER SCIENCE
Candidates should be qualified in one field of Computer Science and be able to teach but an interest in other areas of microcomputers may be an advantage.
Initial election, which will depend on age, experience and qualifications, will be made to one of the first two scales on the scale (£4,905-£6,905) for lecturers: £6,905-£9,605 and £9,045-£11,675 (with a contributory pension scheme under USS conditions).
The appointment will be made at the appropriate point in the scale, subject to a period of up to three years in the first instance. Further particulars may be obtained from the Personnel Officer, The University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford (0483) 71281 extension 816. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should arrive by 21st November 1980.

ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES
LECTURESHIP IN LAW
Applications are invited for the above post in the Law Faculty from October 1, 1981. Salary scale for lecturers: £6,605 to £11,675 per annum (under review). Superannuation under USS conditions and emoluments.
Application forms and further particulars may be obtained from the Registrar (Staffing Officers), The University College of Wales, Old College, Aberystwyth, SY23 2AX (quoting ref. 2/80) to whom applications should be sent by November 28, 1980.

CAMBRIDGE
THE UNIVERSITY
PURE MATHEMATICS
Applications are invited for a University Assistant Lectureship in pure mathematics. The appointment will be made for three years with the possibility of renewing for a second three years. Salary in the range of £5,905 to £9,605 per annum. Superannuation under USS conditions.
Further particulars about the post may be obtained from the Academic Registrar (LFO), University of Surrey, Guildford GU2 5XH, or telephone Guildford (0483) 71281 extension 818. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

CAMBRIDGE
THE UNIVERSITY
PURE MATHEMATICS
Applications are invited for a University Assistant Lectureship in pure mathematics. The appointment will be made for three years with the possibility of renewing for a second three years. Salary in the range of £5,905 to £9,605 per annum. Superannuation under USS conditions.
Further particulars about the post may be obtained from the Academic Registrar (LFO), University of Surrey, Guildford GU2 5XH, or telephone Guildford (0483) 71281 extension 818. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

EDINBURGH
HERIOT-WATT UNIVERSITY
DEPARTMENT OF MECHANICAL ENGINEERING
LECTURER
Applications are invited for the above post to start as soon as possible but not later than 1 January 1981 to teach undergraduate courses in mechanical engineering.
Candidates should have an honours degree in mechanical engineering and relevant industrial experience.
Salary: £5,905 to £11,675 per annum.
Application form and further particulars may be obtained from the Registrar, Heriot-Watt University, Edinburgh EH1 1HX, quoting ref. 80/40.

ESSEX
THE UNIVERSITY
LECTURESHIP IN THE MATHEMATICS DEPARTMENT
Applications are invited for a lectureship in the Mathematics Department, to start from January 1, 1981 (or later). Salary in the range £5,905-£11,675 per annum. Superannuation under USS conditions.
Applications with curriculum vitae and the names of not more than three referees should reach the Secretary of the University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ, from whom further particulars may be obtained, by November 27, 1980.

LONDON
THE UNIVERSITY
CHAIR OF ELECTRONICS TENABLE AT CHELSEA COLLEGE
The Senate invite applications for the above Chair which will become vacant on the retirement in 1981 of the present Head of Department, Professor J. E. Houldin.
The current interests of the department include: Digital Communications, Signal and Data Processing and various aspects of Microwave Systems. The new Professor will provide a strong lead in one or more of these fields, together with continued development of school courses and research in areas such as Digital Systems, Microprocessors and their applications.
Applications (10 copies) should be submitted to the University Registrar (Staff), University of London, Senate House, London WC1E 7HU, from whom further particulars may be obtained. Closing date: December 8, 1980.

SURREY
THE UNIVERSITY
DEPARTMENT OF CHEMISTRY
LECTURESHIP
Applications are invited for a LECTURESHIP in the DEPARTMENT of CHEMISTRY to be taken up as soon as possible thereafter as possible. Applicants should be holders of a higher degree, have a proven research ability, be encouraged in chemical crystallography and be sympathetic towards the sandwich course concept. The successful applicant will be expected to contribute to the teaching of X-ray crystallography and of inorganic chemistry to undergraduate degree courses in Chemistry, Physics and Chemistry, to participate in service teaching and to pursue research of relevance to the department's interests. Knowledge and experience of advanced computing techniques and of microelectronics would be a decided advantage because of new course developments in the department.
The initial salary will be on the scale £5,905 to £11,675 per annum plus U.S.S.
Applications, including a detailed curriculum vitae and quoting the name and addresses of two referees, should be sent by December 1, 1980, to the Academic Registrar (LFO), University of Surrey, Guildford, GU2 5XH, from whom further particulars may be obtained.

ZIMBABWE
UNIVERSITY
NUFFIELD LAKE KARIBA RESEARCH STATION
RESEARCH FELLOWSHIPS
The Nuffield Lake Kariba Research Station, which was established in 1961 announces vacancies for Research Fellows to work on problems of limnology, hydrobiology and terrestrial ecology on Lake Kariba and on the other shore lines. Applications are invited from suitably qualified candidates, who should have an Honours Degree in appropriate biological sciences.
Salary Scales (approx. sterling equivs.): Junior Research Fellow £3,501 by £330 to £4,188; Research Fellow Grade II £4,418 by £330 to £5,518; Research Fellow Grade I £5,518 by £330 to £6,848; Senior Research Fellow £7,425 by £330 to £8,085.
Nuffield Lake Kariba Research Station is a self-supporting basis and laboratory facilities are of a high standard.
Further particulars on conditions of service, and on method of application should be obtained prior to submitting an application, from the Appointments Officer, Bodleian Library, University of Zimbabwe, P.O. Box MP 167, Mount Pleasant, Salisbury, Zimbabwe. Overseas applicants should also request particulars from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.
Closing date for receipt of applications, December 15, 1980.

Fellowships and Studentships

SOMERVILLE COLLEGE, OXFORD
Tutorial Fellowship in French
The College proposes, if a suitable candidate presents herself, to elect an Official Fellow and Tutor in French, with effect from 1 October 1981. (The College Statutes provide that all Fellows of the College must be women.) The appointment is tenable in conjunction with a University Lectureship (C.U.F.) with effect from, at latest, 1 October 1983. Further particulars may be obtained from the Principal, Somerville College, Oxford OX2 6HD, to whom applications with curriculum vitae and the names of three referees should be sent to reach her not later than 28 November.

OXFORD
LINCOLN COLLEGE
JUNIOR RESEARCH FELLOWSHIP IN ECONOMICS
The college invites applications from DPhil candidates for either one, under 28 years of age on October 1, 1981, or a Junior Research Fellowship in Economics, tenable for three years from October 1, 1981.
Further particulars and application forms from the Rector, Lincoln College, Oxford OX1 3DR, to whom applications should be submitted by November 8, 1980.

OXFORD
NEW COLLEGE
JUNIOR RESEARCH FELLOWSHIP
The College invites applications for a Junior Research Fellowship in Economics, tenable for three years from October 1, 1981. Candidates should be graduates in Economics or Economics and Other Subjects, under 28 years of age on October 1, 1981. Preference will be given to candidates who have completed the first two years of the Oxford B.Phil. in Economics.
Applications, with curriculum vitae and the names of two referees, should be sent to the Warden of New College, Oxford OX1 3BN, from whom further particulars may be obtained, by November 8, 1980.

MANCHESTER MATTHEWS STUDENTSHIP
The College invites applications for the above Studentship, tenable for one year, to be held in Manchester, and renewable for two years. Candidates should be graduates in Economics or Economics and Other Subjects, under 28 years of age on October 1, 1981. Preference will be given to candidates who have completed the first two years of the Oxford B.Phil. in Economics.
Applications, with curriculum vitae and the names of two referees, should be sent to the Warden of New College, Oxford OX1 3BN, from whom further particulars may be obtained, by November 8, 1980.

LONDON
THE CITY UNIVERSITY
CENTRE FOR BANKING AND INTERNATIONAL FINANCE
RESEARCH ASSISTANTS
Applications are invited for two posts of RESEARCH ASSISTANT to join a research team set up to advise financial institutions on the Regulation of Banks, directed by Professor Elias Davis, Professor of Banking and Dr. Forbes Gaskin.
Applicants should have a good history in economics, economic history or statistics and be one of the two posts quantitative ability is important. The appointments will be for two years from the 1981 intake, January 1981.
Starting salary will be £4,905 per annum, inclusive. Applications with curriculum vitae and the names of two referees, should be sent to Dr. F. E. Gaskin, Centre for Banking and International Finance, City University, Northampton Square, London EC1V 0HB, quoting date November 28, 1980.

NOTTINGHAM
THE UNIVERSITY
CHAIR OF POLITICS AND HEADSHIP OF DEPARTMENT
Applications are invited for the above post to be held as soon as possible thereafter. The Headship of the Department will become vacant on the retirement of Professor R. H. Hilton.
Salary will be within the scales of application and superannuation terms and conditions. Closing date November 24th 1980. Please quote ref. No. 768.

OXFORD
LECTURESHIP IN THE DEPARTMENT OF ENGINEERING SCIENCE
Applications are invited for a University Lecturer in Engineering Science, to start from 1st October 1981 (or later). Salary in the range £5,905-£11,675 per annum. Superannuation under USS conditions.
Applications, with curriculum vitae and the names of two referees, should be sent to the University Registrar (Staff), University Offices, Wellington Square, Oxford OX1 2JD, from whom further particulars may be obtained, by November 27, 1980.

LONDON
THE UNIVERSITY
IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY
LECTURESHIP IN THE DEPARTMENT OF MATHEMATICS
Applications are invited for a Lectureship in pure mathematics, tenable for three years from October 1, 1981. Salary within the range £5,905-£11,675 per annum. Superannuation under USS conditions.
Further particulars about the post may be obtained from the Academic Registrar (LFO), University of Surrey, Guildford GU2 5XH, or telephone Guildford (0483) 71281 extension 818. Applications from men and women, are invited and curriculum vitae, together with the names and addresses of two referees, should be sent to the above as soon as possible and not later than 5th December 1980.

Polytechnics

ULSTER POLYTECHNIC
Faculty of Technology

LECTURER II/SENIOR LECTURER IN ELECTRICAL ENGINEERING
Applications are invited for a teaching post in Electrical Engineering with specialization in electrical energy conversion or electrical power systems engineering. The duties will include teaching, laboratory development and course planning and active participation in research will be encouraged. Applicants should hold a good degree and have relevant teaching and industrial or research experience. Practical experience in computer application will be an advantage.

LECTURER II/SENIOR LECTURER IN QUANTITY SURVEYING
Applicants should be Quantity Surveyors holding professional qualifications and/or appropriate degrees to teach in the surveying and allied courses.
Possession of a higher degree would be an advantage.

LECTURER II/SENIOR LECTURER —GENERAL PRACTICE SURVEYING
(Estate Management)
Applicants should be Chartered Surveyors in the general practice division to teach in the surveying and allied courses.
Possession of a degree or other qualification in Economics, Law, Geography or Planning would be an advantage.

Salary Scales: Senior Lecturer, £8,952-£10,539/£11,295
Lecturer II, £6,012-£8,702

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,500. It has extensive new purpose-built accommodation, including 830 residential places on the 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms, which must be returned by November 17, 1980, may be obtained by telephoning Whitehead (0231) 65131, Ext. 2245, or by writing to: The Establishment Officer, Ulster Polytechnic, Shore Road, Newtownabbey, Co Antrim BT37 0QB.

Appointments Wanted

PROGRAM/PROJECT Management Mature businessman and social scientist, w/law, some degree, results-oriented problem-solver, interested in greater Dallas area, expertise in project management, organizing, planning, motivating. Seek challenge in social/cultural environment. Reply Box 5.6, Newport, Gwent, Wales, NP9 1AG.

BRIGHTON POLYTECHNIC
FACULTY OF MANAGEMENT AND INFORMATICS
MANAGEMENT CENTRE
Lecturer II in Management Systems £6,012-£9,702 with sound practical experience and theoretical knowledge in organisation structures and administrative systems. Public sector or industrial business experience essential.
Qualifications: Good honours degree in Economics / Finance / Business Studies.
Application forms and further details from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AT. Closing date 21st November 1980.

LONDON
THE POLYTECHNIC OF CENTRAL LONDON
SCHOOL OF ENGINEERING AND SCIENCE
LII IN COMPUTER SCIENCE (HARDWARE)
LII IN MATHEMATICS
Salary: £6,771-£10,461 inclusive of London Allowance
The Polytechnic of Central London has established itself as one of the leading institutions in computer education. The first year enrolment in Computer Science, ranging from HND to MSc level was over 120 for the 1979-80 session. For the majority of these students, there are many applications for each vacancy and a high proportion of recruitment was maintained. In addition, there is a vigorous research programme, active industrial collaboration, and well over 800 people are attending short courses in Computing.
We currently have a vacancy for a lecturer who should be able to cover a number of the following aspects of the subject: Computer Architecture (including mini-frame, mini and micro computer systems design with modern digital components); Distributed Array Processing; Data communications, Theory of Computation, Assembler and Procedure programming, Real-time computing, Operating Systems, and have sufficient knowledge of computer hardware to assist in board development systems and interfacing. Mathematics Specialists in the development of computer relevant software systems.
For the Lecturer II in Mathematics it is expected that the candidate will contribute to the mathematical commitments of the three end of the same time providing some teaching in a specialist area in this respect. Candidates who should be able to cover the main areas of the syllabus.
Applicants are invited to apply for both posts in an ability to contribute to the Area's research programmes and successful teaching undertakings from appropriate bodies would be seen as a distinct advantage. The Polytechnic is an Equal Opportunity Employer.
Salary: Lecturer II, £6,012 to £9,702 per annum; Senior Lecturer, £8,952 to £11,295 per annum.
Application forms and further particulars from the Staff Office, Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by November 14, 1980, quoting reference number 673.

LONDON
THE POLYTECHNIC OF SOUTH BANK
Borough Road, London, SE1 0AA
DEPARTMENT OF MATHEMATICS, STATISTICS AND COMPUTING
LECTURER II IN STATISTICS
(Ref. X 21)
Required from January 1981 to teach statistics at undergraduate and postgraduate level. Candidates will be expected to be familiar with computational and statistical packages.
Salary: in the range £6,771 to £9,711 (according to previous experience).
Further particulars and application form from the Staffing Office, Polytechnic of the South Bank, Borough Road, London, SE1 0AA.

PRESTON
THE POLYTECHNIC
FACULTY OF ART AND DESIGN
(LANCASTER ANNEXE)
FINE PRINTMAKER DEMONSTRATOR/TECHNICIAN required in the techniques of printing and printmaking teaching resources (located in the Storey Institute, Lancaster).
Applicants should be qualified fine printmakers and they will be expected to have undertaken a formal education in art to degree equivalent (NDD).
Salary Grade TT (11-14) £3,416 to £3,995 plus up to £87 per annum for possession of appropriate qualifications.
Application forms and further details and application form for the above post may be obtained from the Personnel Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ quoting reference 2/80.
Closing date: November 6, 1980.

Head of Management Education

Kingston Regional Management Centre
Kingston Polytechnic
To be responsible for management education in this large Management Centre, including a range of management development programmes, Diploma in Management Studies courses and the development of a new Masters degree in Industrial Management.
Applicants should have substantial experience in management education and in industry.
Salary in range Head of School Grade VI: to £13,995-£15,432 pa plus London allowance £498 pa.
Further details and application forms (to be returned by 14th November) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston-upon-Thames, KT1 2EE. 01-549 1366.

Colleges of Higher Education

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
Faculty of Art and Design
PRINCIPAL LECTURER
INTERIOR DESIGN
Course Leader for proposed B.A. (Hons.) Degree—Interior Design.
Salary Scale: £10,509—£13,248 per annum.
Applications are invited for the above post in the Department of Design.
The appointment is temporary for three years in the first instance, and may become permanent upon validation.
Application forms and further particulars may be obtained from the Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed, Cardiff CF2 6XD and should be returned within 14 days of the appearance of this advertisement.

CHELTENHAM
THE COLLEGE OF ST. PAULA AND ST. MARY
DEPARTMENT OF HUMANITIES
Required as soon as possible for the church of England College of Higher Education (approx. 1,100 students)
LECTURER II/SENIOR LECTURER IN RELIGIOUS STUDIES
Applicants must be graduates with research experience and be committed to the Anglican tradition.
Salary: £6,012 to £9,702 p.a. (at one or more of the points of scale appropriate to qualifications).
Further particulars, together with forms of application may be obtained from the Principal, Cheltenham College of St. Paula and St Mary, The Park, Cheltenham, Gloucestershire GL50 2RH. Applications should be received by 10 November 1980.

NEWCASTLE UPON TYNE
THE POLYTECHNIC
SCHOOL OF HOME ECONOMICS STUDIES
PRINCIPAL LECTURER
Required as soon as possible a suitably qualified person to occupy a key position in the School of Home Economics Studies.
The successful candidate will be responsible to the Head of School for the day to day administration of the BSc degree course. He/she will have appropriate industrial experience and a relevant academic background to enable them to play a major role in the promotion of research and curriculum development within the School.
(Closing date 18th November, 1980.)

SCHOOL OF MODERN LANGUAGES
LECTURER II IN GERMAN
Required for the Division of German Studies from January, 1981, or as soon as possible thereafter. Applicants should be qualified to teach German language at honours degree level and aspects of the New German economy. (Closing date November, 1980.)

SCHOOL OF SURVEYING
RESEARCH ASSISTANT
Cost Modelling of Building Projects, to join a developing research team which is to develop the valuation of previously generated cost model and disciplines the potential as a practical design tool. Applicants should possess a degree in building, a good honours degree in quantity surveying related subject and/or a qualification in Building Economics.
Registration for a higher degree will be expected. The appointment will be for a period of two years.
Salary Grade Assistant Scale 1 £4,536-£5,210 p.a.
Salary Grade Assistant Scale 2 £4,536-£5,210 p.a.
Salary on scale appropriate to qualifications from the above.
Further details and application form for the above posts may be obtained from the Personnel Officer, Newcastle Polytechnic, Ellison Place, Newcastle upon Tyne, NE1 8ST.

LIVERPOOL
THE POLYTECHNIC
DEPARTMENT OF MECHANICAL, MARINE AND PRODUCTION ENGINEERING
LECTURER II/SENIOR LECTURER
£6,012-£11,295 (bar at £8,952)
To teach at honours degree and postgraduate levels. The successful candidate will also be expected to contribute to other normal work of the Department. Applicants of outstanding specialism will be considered. Tribology, systems and mechanics are of particular interest.
Please quote reference LP/475 Post A.

3 5THS LECTURER II/SENIOR LECTURER
(Two year fixed-term contract)
An opportunity to teach part-time and study towards a research degree. Any relevant subject specialism will be considered. Manufacturing systems, Metallurgy, Processes or Industrial Engineering are of particular interest.
Please quote reference LP/475 Post B.
Closing date is 21 days from the appearance of this advertisement.
Application forms and further particulars from the Personnel Office, Liverpool Polytechnic, 2 Rodney Street, Liverpool L1 2TZ. Telephone: 051-708 6626. Ext. 23.
Informal enquiries may be made to Professor W. H. Howe, Telephone: 051-207 4561.

LONDON, E.C.3
CITY OF LONDON POLYTECHNIC
PRINCIPAL/SENIOR LECTURER IN INFORMATION PROCESSING
The Polytechnic is seeking a lecturer, appropriately academic and professional qualifications in the areas of computer based information system design and the use of computers in information processing.
The successful applicant will have a good research record, teaching experience at undergraduate level and well developed interests in the development of units in information processing within the Polytechnic's Modular Degree Scheme.
The appointment may be at Principal Lecturer or Senior Lecturer level according to qualifications and experience.
Conditions of service are reasonably similar to those of lecturers employed directly by ILEA.
Salary scale: Senior Lecturer £9,711 to £11,295 (bar); or Principal Lecturer £11,054 to £12,471 (bar).
Plus £14,208 London Allowance or £10,661.
Application forms may be obtained by writing to the Staff Records Officer, City of London Polytechnic, 117 Houndsditch, London, E.C.3, quoting reference RO/142.

PORTSMOUTH
THE POLYTECHNIC
DEPARTMENT OF BUSINESS STUDIES
LECTURER/SENIOR LECTURER IN BUSINESS DATA PROCESSING
Preference will be given to candidates who also have a qualification in Accountancy. Grade and salary will depend on qualifications and experience.
Lecturer £6,012 to £9,702 per annum; Senior Lecturer, £8,952 to £11,295 per annum.
Application forms and further particulars from the Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by November 14, 1980, quoting reference number 675.

WINCHESTER
KING ALFRED'S COLLEGE
SCHOOL OF ARTS AND STUDIES
COURSE DIRECTOR B.A. HONOURS ENGLISH AND ASSOCIATED SUBJECTS (C.N.A.A.)
Applications are invited for the above post within well known Special from September, 1981, on appointment to the post of Dean of School. Candidates should have substantial teaching and research experience in English literature and the administrative skills to supervise the operation of this major course.
The appointment is at Principal Lecturer level within well established Scale (£10,509-£13,248).
Further details may be obtained from the Principal, King Alfred's College, Winchester SO22 4NR. Closing date for applications is 18th November, 1980.

Colleges of Higher Education

Hull Colleges of Higher Education

Faculty of Business — School of Management

SENIOR LECTURER IN MANAGEMENT STUDIES

The College wishes to appoint as soon as possible a Senior Lecturer who has had considerable industrial experience over a broad disciplinary field. The opportunity exists for the successful candidate to develop programmes in some combination of the following areas of work. Management Organisation and Practice; Planning, Control and O and M; Purchasing Management; Quality Assurance.

In addition to sound academic/professional qualifications applicants should be willing to demonstrate a sincere interest in participating actively in the development and conduct of non-graduating continuing educational programmes. Salary scale £8,868-£10,638 (Ser)-£11,208.

Application forms and further details from: The Personnel Office, Hull College of Higher Education, Queen's Gardens, HULL HU1 3DH.

Telephone: 224281, ext. 235/292

Hull College of Higher Education

Faculty of Science Engineering and Maritime Studies — School of Nautical Studies

LECTURER IN NAUTICAL STUDIES, Grade 1 or 2

Applications are invited for appointment as Lecturer Grade 1 or 2 in Nautical Studies. The successful applicant will be required to teach principally on Nautical Studies and H.N.C. Certificate Courses.

Applicants should possess either a O.C.T. Certificate of Competency as Master (foreign going) or a B.Sc. in Nautical Studies. Previous teaching experience would be an advantage but is not essential.

Salary Scale: Lecturer Grade 1 £4,683-£8,055; Lecturer Grade 2 £6,012-£9,702.

Application forms and further details from: The Personnel Officer, Hull College of Higher Education, Queens Gardens, HULL HU1 3DH.

Tel. 0482 224131, Ext. 235/292.

PLYMOUTH POLYTECHNIC

Faculty of Technology

Department of Mathematics, Statistics & Computing

RESEARCH FELLOWSHIP

Applications are invited for a Research Fellowship to undertake research on problems in dynamic fluid-structure interaction. The Fellow will be concerned with deriving numerical and analytical techniques for the scattering and radiation of acoustic waves by elastic structures.

Applicants should possess, or be about to obtain, a Ph.D. or have equivalent qualifications in Mathematics, Physics or Engineering. Previous work in acoustics is not necessary but experience with integral equation or finite element methods would be an advantage.

Financial support is provided by the Ministry of Defence and the salary scale is £6,012-£9,702. Placing on the scale will be according to qualifications and experience. The appointment will commence as soon as is mutually agreeable and is expected to last for three years. Application forms to be returned by Friday 14th November 1980 can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

BRIGHTON

THE POLYTECHNIC OF BRIGHTON

DEPARTMENT OF BUILDING RESEARCH ASSISTANT

(£4,076 to £5,496)

Applications are invited from GRADUATES with good academic qualifications for the post of Research Assistant in building to work on the development of a Housing Stock model for use in Brighton as part of an overall Housing Research Programme. An appreciation of Building Technology, systems and computers will be needed as the model is being designed for computer simulation with overlay input application on a National scale. The successful applicant may be registered for an M.Phil Ph.D. at the CNAA.

Further particulars and application forms may be obtained from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton, BN2 4AT. Tel. Brighton 693655 Ext. 2097.

Closing date November 21, 1980.

Research Posts

DURHAM COUNTY COUNCIL

NEW COLLEGE DURHAM (GROUP 8)

POST OF DEPUTY PRINCIPAL

Applications are invited from suitably qualified and experienced candidates for the above post which will become vacant on 31st December, 1980.

New College Durham was established on 1st September, 1977, as the result of a merger of the Durham Technical College and Neville's Cross College of Education. It provides a very wide range of courses as a community college and is continuing to diversify its Higher Education.

The College has been placed in Group 8 under the Burnham Further Education Committee's Report. The salary attached to the post will be at a fixed point within the range for a Group 8 Vice-Principal, currently £16,680 per annum.

A good Honours graduate is looked for with sound and wide experience in Further Education and proven administrative ability in a senior post in education. This is a challenging and rewarding appointment.

Further particulars may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham, on receipt of a stamped addressed envelope.

The closing date for applications is Friday, 14th November, 1980.

LONDON

INNER LONDON EDUCATION AUTHORITY

GARNETT COLLEGE

Lawrence House, Roehampton Lane, London SW15 4HU

Telephone: 01-789 6333

LECTURER(S) IN BUSINESS STUDIES

Applications are invited for a Lecturer II to be concerned with the training of teachers in Business Studies.

Candidates should have qualifications in the computer studies data processing/quantitative methods area. The college is looking for a person with teaching and business experience, who is interested in the problems of teaching his/her specialisms and who is prepared to contribute to the general work of the college.

Salary scale: £6,012 to £9,702 plus £400 (Inner London Allowance); starting point according upon qualifications and experience.

Application forms and further details may be obtained from the Principal (Ref. TH/BS) at the college. To whom completed forms should be returned within 10 days.

MANCHESTER

ROYAL NORTHERN COLLEGE OF MUSIC

1981 ENTRY

Applications are invited for entry in September 1981. The main programme of auditions will take place in the period February to April 1981. For those unable to attend any section, some auditions will be held in the week commencing 15th December 1980 and immediate application for these is necessary.

Details and application forms are available from Secretary for Admissions, Royal Northern College of Music, 124 Oxford Road, Manchester M13 9RJ (061-273 6283).

LONDON

Part-time and full-time TEACHERS required shortly in all subjects of the Institute of Bankers' Banking Diploma by private specialised College two minutes from London. Graduates. Please apply with details, to: The Principal, Broadgate College of Banking, Kings Head Yard, 48 Borough High Street, Southwark, London SE1 1NA. Telephone 403 3806.

Overseas

NATIONAL UNIVERSITY OF SINGAPORE

FACULTY OF ARCHITECTURE AND BUILDING

Applications are invited for teaching appointments, ranging from Lecturerships to Professorships, in the Faculty of Architecture and Building from candidates with suitable postgraduate academic/professional qualifications and teaching/research experience. Preference will be given to candidates who are able to teach in one or more of the following areas:

ARCHITECTURE: ARCHITECTURAL DESIGN; BUILDING TECHNOLOGY AND CONSTRUCTION; LANDSCAPE ARCHITECTURE; URBAN DESIGN; COMPUTER AIDED DESIGN; INTERIOR DESIGN

BUILDING AND ESTATE MANAGEMENT: STATISTICS AND COMPUTING; REAL PROPERTY LAW; BUILDING TECHNOLOGY AND SERVICES; LAND AND BUILDING ECONOMICS; VALUATION AND ESTATE MANAGEMENT; REAL ESTATE FINANCE AND ANALYSIS; BUILDING PROJECT MANAGEMENT

BUILDING SCIENCE: BUILDING MATERIALS; LIGHTING IN BUILDING; MECHANICAL AND ELECTRICAL SERVICES IN BUILDINGS; BUILDING STRUCTURES; ACOUSTICS IN BUILDING

Gross annual emoluments range from:

Lecturer:	S$22,570-S$44,910
Senior Lecturer:	S$36,820-S$57,200
Associate Professor:	S$58,410-S$79,020
Professor:	S$79,870-S$91,970

For staff appointed on normal contract, employment after the initial 3-year contract. Leave and medical benefits are provided. Under the University's Academic Staff Provident Scheme, the staff member contributes at the present rate of 16 per cent of his salary subject to a maximum of S$640/- p.m.; and the University contributes 20 per cent of his monthly salary. (The sum standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore/Malaysia permanently). Other benefits include: a settling-in allowance of S$1,000-S$2,000 depending on circumstances, subsidised housing at rentals ranging from S$100-S$350 p.m., passage assistance and baggage allowance for transportation of personal effects to Singapore. For appointments at very senior level, short-term visiting contracts may be offered. For such appointments, additional benefits will include transport and children's educational allowances (US$1.00 equals S$2.09 approx.).

Candidates should write to: The Registrar, National University of Singapore, Kent Ridge, Singapore 0511, giving curriculum vitae (c/o date), with full personal particulars and also the names and addresses of three referees.

Closing date: 15 November 1980.

NATIONAL UNIVERSITY OF SINGAPORE

FACULTY OF ACCOUNTANCY AND BUSINESS ADMINISTRATION AND SCHOOL OF MANAGEMENT

Applications are invited for teaching appointments ranging from Lecturerships to Professorships in the Faculty of Accountancy and Business Administration and the School of Management. The Faculty of Accountancy and Business Administration prepares students for the degrees of Bachelor of Accountancy and Bachelor of Business Administration. The School of Management prepares graduates for the MBA degree.

Candidates must possess a Ph.D. degree and/or relevant professional qualifications. As the number of teaching staff will be increased over the next few years, there are vacancies in the following teaching areas, such as financial accounting, economics, business management, business finance, marketing. There are also other vacancies in auditing, accounting theory, income tax, organisational behaviour, operations research, statistics, business computer applications, general management, industrial relations, systems analysis and business law.

Gross annual emoluments range from:

Lecturer:	S$22,570-S$44,910
Senior Lecturer:	S$36,820-S$57,200
Associate Professor:	S$58,410-S$79,020
Professor:	S$79,870-S$91,970

Staff appointed on normal contracts will be considered for a tenure contract after the initial 3-year contract. Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 16 per cent of his salary subject to a maximum of S$640/- p.m. and the University contributes 20 per cent of his monthly salary. The sum (less tax) standing to the staff member's credit in the Fund may be withdrawn when he leaves Singapore and Malaysia permanently. Other benefits include: a settling-in allowance of S$1,000-S$2,000 depending on circumstances, subsidised housing at rentals ranging from S$100-S$350 p.m., passage assistance and baggage allowance for transportation of personal effects to Singapore. For appointments at very senior level, short-term visiting contracts may be offered. For such appointments, additional benefits will include local transport and children's educational allowances (US$1.00 equals S$2.09 approx.).

Candidates should write to: The Registrar, National University of Singapore, Kent Ridge, Singapore 0511, giving curriculum vitae (c/o date), with full personal particulars and also the names and addresses of three referees.

Closing date: 15 November 1980.

CANADA

THE DEPARTMENT OF PHILOSOPHY OF QUEEN'S UNIVERSITY AT KINGSTON

Kingston, Ontario, Canada

is giving consideration to the appointment of UNITED MILTON SCOTT VISITING PROFESSOR for one term (Fall or Winter) during the academic year 1981-82. An appointment in the field of philosophy of science is being given priority but no means exclusive consideration.

Inquiries to: Professor A. P. Griffiths, Head, Department of Philosophy, Queen's University, Kingston, Ontario, Canada K7L 3N6.

REMINDER

Copy for classified advertisements in the T.H.E.S. should arrive not later than 10.00 a.m. Monday preceding the date of publication

Administration

EXECUTIVE MANAGER

£10-15,000 p.a. (negotiable)

The National Union of Students requires a senior manager to co-ordinate its corporate management team. This is a new post, created to improve the implementation of the Union's management decisions.

The person appointed will be the senior member of the Union's 90 full time staff. The post, which includes a major responsibility for personnel work, will be based at the Union's headquarters in Bloomsbury and is open to male and female applicants.

Full job description, further details and application form from the National Secretary, 3 Endsleigh Street, London WC1. 01 387-7277.

Closing date: 17th November.

NUS National Union of Students

COUNCIL FOR NATIONAL ACADEMIC AWARDS

ASSISTANT REGISTRAR

(ART AND DESIGN)

Applications are invited for the post of Assistant Registrar responsibilities in Art and Design.

In addition to his or her work in the fields of Art and Design, the Assistant Registrar will be involved in the development of the academic policy generally.

Candidates for the post should be well qualified academically and professionally and should have had appropriate teaching experience administrative experience, preferably in the field of Higher Education.

The salary on appointment will be within the scale £7,141-£12,079 (merit bar £11,296 p.a.) including London Weighting.

Further particulars may be obtained from:

Assistant Secretary (Personnel)
CNAA
344/354 Gray's Inn Road, London WC1X 8BP
Tel. 01-278 4411

to whom applications giving details of qualifications and experience, the names and addresses of two referees, should be returned by 7 November 1980.

EDINBURGH THE UNIVERSITY

SENIOR ADMINISTRATIVE OFFICER IN THE FACULTY OF ARTS

Applications are invited for the post of Senior Administrative Officer in the Faculty of Arts. Candidates should preferably have a good honours degree. Sufficient experience will be required to enable the successful candidate to assume full responsibility for the running of the Faculty Office.

The appointee will be the senior of the Faculty Administrative Staff. Salary on the scale £6,012-£9,702 per annum (under review). Further particulars can be obtained from the Personnel Officer to the University, 3 Bristo Place, South Bridge, Edinburgh EH1 1PY, with whom applications should be lodged by 24 November 1980, quoting reference number 4044.

BIRMINGHAM THE UNIVERSITY

ADMINISTRATOR

Applications are invited for the post of Administrator in the Department of Geography. Applicants should have administrative experience at a responsible level in industry or commerce. Salary on the scale £6,012-£9,702 per annum. Further particulars and application forms may be obtained from the Personnel Officer, The University, Birmingham B15 2TT, quoting reference number 4043, to whom applications should be returned by 7 November 1980.

Administration continued

The Associated Examining Board

for the General Certificate of Education

Secretary General to the Board (Re-advertisement)

Applications are invited from persons with suitable academic and administrative qualifications and experience for the post of Secretary General to the Board to succeed the present holder of the post, Mr. H. O. Childs, who retires in 1981.

The salary is equivalent to a senior professorial level of remuneration, the current A.E.B. scale being £19,073, rising by four annual increments of £531 to £21,197 per annum.

Further information, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ (Tel: Aldershot 25551), to whom completed forms of application must be returned not later than Monday, 1st December, 1980.

Previous applicants need not re-apply as their applications will be automatically reconsidered.

LONDON THE CITY OF LONDON POLYTECHNIC

REGISTRY

ADMINISTRATIVE OFFICERS

Applications invited to fill two vacant posts in the Academic Registrar's Office. One post, Ref. 80/137 is at Grade 5, £6,012-£7,152 (Clerical Officer Grade 5 duties to Aldgate/Aldgate East stations).

Each successful applicant will be responsible for organising the day-to-day work of the staff of a wide range of courses, and for some committee servicing.

Starting salary in the range £6,317 to £6,144, pro rata on a scale rising to £6,810 per annum. Good conditions of service include 22 days annual leave rising to 26) and a 35-hour week which can be worked in such a way as to secure an additional day's leisure each month.

For further particulars and an application form please write to the Staff Records Officer, City of London Polytechnic, 117 Houndsditch, London EC3A 7BU (stating clearly the reference number of the post in which you are interested).

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

DIRECTOR OF THE RESIDENTIAL ORGANISATION

Applications are invited from well qualified men or women with considerable experience in residential and catering organisations for the post of Director of the Residential Organisation. The appointee will be responsible for the organisation of catering and accommodation, together with conference facilities during vacations, across the extensive campus of this University of about 8,500 students, with a large residential population. Salary will be within the University Administrative Grade IV range £14,278-£19,765 (under review). Further details and application forms from Paul Johnson, Establishment Officer, ref. 80/35A/O.

Loughborough Leicestershire

Colleges and Institutes of Technology

Lothian Regional Council

NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY

LECTURER A IN MANUFACTURE

Salary on Scale £5,918-£10,440 (Ser)-£11,217

Required to teach in the subject areas of Manufacture and Automation and Control in the Department of Industrial Engineering and will be expected to have up-to-date knowledge of computer methods.

Applicants should possess a degree/honours degree and/or equivalent professional qualifications and preferably have had industrial, research or teaching experience.

LECTURER A IN CIVIL ENGINEERING

Salary on Scale £5,918-£10,440 (Ser)-£11,217

Required in the Department of Civil Engineering to teach on Diploma and Certificate courses. The successful applicant will be expected to contribute to the development of degree courses. Applicants should possess an honours degree and preferably hold the membership of a senior engineering institution.

Application forms and further particulars from: The Administrative Officer (Personnel), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

SURREY EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Reigate Road, Ewell Surrey KT17 3DB

Required for September 1981 (or earlier)

LECTURER (MATHEMATICS AND ANCILLARY SUBJECTS)

To teach mathematics and mathematics to degree level.

The successful candidate will be expected to contribute to the development of courses in the Department.

Physical Laboratory Science (O.N.C. and H.N.C.)

Lecturer (H.N.C. and H.N.D.) in Biological Science.

Applicants should be graduates with good practical experience in industry or research. Experience in teaching at technician levels including O.N.C. and H.N.C. would be an advantage. Salary on Lecturer II scale £6,012-£9,702 per annum.

Further particulars and application forms from the Principal, Lecturer

General Vacancies

BIRMINGHAM

ST PETER'S SALTLEY TRUST

DIRECTOR

The Trustees are seeking to appoint a suitable person to launch the work of this new educational Trust to be based at Westhill College, Birmingham. The work will be principally concerned with the Christian education of lay people, the Christian presence in Further Education, and the support and development of collegial Education — throughout the West Midlands. The Director must have considerable educational and theological skills. The salary, which is negotiable, will be fixed in the Spring, Officer scale (£6,962-£11,296 G.E.?).

Application forms and further details from Mrs J. E. Jones, St Peter's Saltley Trust, Colleges Road, Birmingham B8 3TE.

CAMBRIDGE DARWIN COLLEGE

Post of full-time BURSAR vacant on June 1, 1981, on retirement of holder. Deadline for Applications December 10, 1980.

Details from College Secretary.

REMINDER

Copy for Advertisements in the T.L.S. should arrive not later than 10.30 a.m. Monday preceding the date of publication

REMINDER

Personal

THE KRYPTON FACTOR

Could you compete in Television's toughest Quiz? You need high intelligence, mental agility, stamina, have a sound general knowledge and be physically fit. With another Thames top series to aligning an 7-day Assault Course. Write: Krypton Factor, Granada TV, Manchester.

IMMEDIATE ADVANCES

£100 to £20,000.

Written terms on request.

REGIONAL TRUST LTD,

32 Baker Street, Mayfair, London, W1M 1AB.

Phone: (01-935) 9634

ENHANCE your ability by the Inner Mastery Method. Its intelligent approach is certainly stimulating. Non-service. All ages, type and ability. Write for free booklet to: Harmony, Dept. 1HS, P.O. Box 64, Oxford.

MORTGAGES, Remortgages, Top Up, Second Mortgages, Mortgage Loans. Phone Mr. Hall, Personal Loans Limited (01-636 4566).

Awards

EDUCATION DEVELOPMENT SCHEME

A number of Awards and Bursaries are to be offered by the Overseas Development Administration to enlarge the experience of men and women from this country who are, or have been involved with education in developing countries, and to encourage individuals in the study and research into aspects of education in these countries. Applicants must be British citizens, aged between 25 and 45, with a minimum of five years' overseas experience.

(a) Awards

Applicants should normally have a degree or equivalent qualification. Experience in one of the following fields is preferred:

(i) the planning of education;
(ii) the administration of education including the running of schools;
(iii) the education and training of teachers;
(iv) curriculum renewal;
(v) non-formal education and communication in the field of social education;
(vi) technical education including industrial training and management development.

(b) Bursaries

Applicants should be of qualified teacher status with experience in formal or non-formal education as a teacher, inspector, adviser, planner, broadcaster or books/materials producer, or in any other appropriate capacity and at any level of education in the system.

Duration

Awards: six months to two years.

Bursaries: one term or one year for study on a DES approved course.

Remuneration

Awards and Bursaries are intended to cover fees, where applicable, and in addition provide an allowance towards the cost of living, books and stationery. The amount is determined by the circumstances of the candidate and by the number of years of relevant overseas experience.

Closing date for return of completed application forms: 1 March 1981 for study beginning the following September/October.

Further details and application forms can be obtained from:

Room A520
Education and Training Policy Department
Overseas Development Administration
Eland House, Stag Place, London SW1E 5DH.

Please quote reference number ED 375/06 THES

ODA

The Leverhulme Trust

RESEARCH AWARDS ADVISORY COMMITTEE

INDIVIDUAL AWARDS FOR 1981

RESEARCH FELLOWSHIPS AND GRANTS

Awards of up to £4,000 a year for 1 or 2 years to senior persons pursuing their own investigations (but not for higher degrees or equivalent).

Awards tenable for 3 months to 2 years. No subject of enquiry excluded.

Applicants must have been educated in the U.K. or other part of the Commonwealth and be normally resident in the U.K.

Closing date for applications (Form F/2S): 1st December 1980.

EMERITUS FELLOWSHIPS

Awards of up to £8,000 a year for 1 or 2 years to persons who have recently reached or are about to reach retirement age to enable them to complete research.

Applicants must have held academic positions in universities or other institutions of similar status in the U.K.

Closing date for applications (Form F/5E): 1st December, 1980.

Application forms and further information from: The Secretary, Research Awards Advisory Committee, The Leverhulme Trust, 15-19 New Fetter Lane, London EC4A 1NR. Telephone: 01-836 5653.

Please Note

The deadline for Classified Advertisement Copy in the THES is 10.00 a.m. every Monday

Fit The THES on Your Schedule

The Times Higher Education Supplement puts you in touch with higher education. Find out how cheap it is to reach the higher education market—call our advertisement department on 01-837 1234

THE TIMES Higher Education Supplement

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Colleges of Further Education

STRATHCLYDE REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

FURTHER EDUCATION

REID KERR COLLEGE, PAISLEY

Applications are invited from suitably qualified and experienced persons for the post of

PRINCIPAL

of Reid Kerr College, Paisley

The college is in group 7 and the present salary is £16,851 per annum.

Candidates must have a degree of a British University or other acceptable equivalent qualification and have held a major promoted post in further education. Experience in industry or commerce is essential. Candidates will be expected to have a wide experience and knowledge of further education, be able to relate to industry and commerce and be conversant with the role of industrial training boards, the manpower services commission and similar bodies with an interest in further education.

Forms of application and particulars of the post may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF to whom completed application forms should be returned. Closing date for receipt of applications is Monday 10 November, 1980.

Edward Miller, Director of Education.

Join the academic numbers every Friday

THE TIMES
Higher Education
SUPPLEMENT

Place a regular order with your newsagent

Union View

This farce of student union funding

It may not be situated in Whitehall, but since early 1978 the Department of Education and Science has been engaged in one of the longest running farces in London. It was then that the department, spurred into action by criticism from the Public Accounts Committee, began consultations on changing the system of financing student unions. Two and a half years later it seems likely that a scheme will be announced that is universally unacceptable, unworkable and unfair. A conflict, which NUS has earnestly sought to avoid, is likely to be sparked off which could irreparably damage the relationships between students, government and colleges. It is also a conflict that could easily be avoided.

The principal criticisms that were levelled at the current system were that it represented an open-ended commitment on the part of l.e.as to pay whatever level of student union fees institutions demanded, and that as a result they were effectively being accepted upon. These criticisms were, and are, fair. NUS has never been in any doubt that an element of accountability should be introduced into the system. What we were concerned about was that any new proposals should guarantee the continued independence within the law of student unions to make sovereign decisions about policy and the application of funds, that there should be no disproportionate reduction in funds available, and that something be done for those in non-advanced further education. It was not without considerable difficulty that the executive managed to persuade colleges to accept those rather moderate objectives.

The original proposals for a two-part system, proposed while Shirley Williams was Secretary of State, met with considerable opposition, not least from the vice-chancellors, and disappeared in the aftermath of the 1979 general election. In December 1979 Dr Rhodes Boyson began a first round of consultations with educational interests aimed at discovering a new solution. This led to the announcement by Mark Carlisle in Parliament last February that unions should be financed out of their parent institutions' recurrent funds, and be treated as a part of the institutions' facilities, whilst maintaining their independence and, in the first year of operation, their former level of income. This announcement begged more questions than it answered and NUS immediately submitted to the DES the problems that we felt were to be encountered and requested that guidelines on the operation be produced. Letters in February, and meetings in March and June utterly failed to gain real answers despite oft-repeated statements from the department that clarification was imminent. Until two weeks ago nobody had a clue about how the new system was in fact to be implemented.

Just over two weeks ago a strong rumour began to circulate that advice had indeed just been issued to CLEA and the UGC about the new plans. An average £32 a head (at 1979-80 levels) was to be added to the tuition fees paid to the institutions to take account of students' union fees. The excess that would therefore be held in the public sector would be passed over to the UGC for distribution, and that figure was calculated at £2.1m. All mention of students' unions is to be removed from the awards regulations and all references to NAFE have been omitted. These arrangements were largely confirmed at a meeting with DES officials last week, although the faulty statistics used (best illustrated by pointing out that one university union alone accounts for one sixth of the £2.1m mentioned above) are still open to discussion.

The major problems with these proposals are easily discerned. First, they give absolutely no guarantee that students' unions will continue to exist, since all monies will arrive with no earmark or guideline attached to them as to what they are for. Second, the amounts calculated for the first year are a substantial underestimate of what is currently spent. Third, the system is extremely complex, yet it is supposed to act as the basis of negotiation within the next two months! At the time of writing, neither NUS nor the vice-chancellors have been officially informed of the new arrangements. It would seem that the DES is determined to produce any old system that will satisfy the Public Accounts Committee, and then wash its hands of the entire affair, leaving students' unions l.e.as and colleges to sort out the resulting chaos.

If this is the case, then it is an attitude of gross irresponsibility. The British students' union is a unique institution and, although sometimes flawed, does an extraordinary job in representing students' interests, offering sports, welfare, social and cultural facilities, and giving experience of participation; possibly the best form of political education. For the past five years, relationships between students' unions and colleges have been good, and the lack of violence among disaffected students in Britain contrasts sharply with experiences on the continent. However, the precipitate implementation of the new proposals as they stand could lead to a war of attrition as the necessary guarantees and amounts are fought for college by college and l.e.a. by l.e.a.

It is for these reasons that NUS will be launching one of the biggest campaigns in its recent history—not for more money or against accountability—but simply for a delay in implementation of the proposals while the major problems caused by the way in which the question has been handled are sorted out. It is the least the DES should do.

David Aaronovitch

The author is president of the National Union of Students.

Looking at the circle not the circumference

Christopher Price

[illegible] abridged version of the Select [illegible] report on higher [illegible] is now, as you can have [illegible] failed to observe, all over *The* [illegible]. It is now officially open to [illegible] and I hope it will get [illegible] indeed) I am going to set the [illegible] biggest single shortcoming [illegible] fact that we (the majority, [illegible] not the minority signatories) [illegible] the conventional definition [illegible] education. We examined [illegible] years of the inside of [illegible], but not that of the circ[illegible]. Apart from a *caveat* [illegible] an apology there, we took [illegible] shape of the animal for [illegible].

[illegible] we said a great deal about [illegible] becoming role of continuing [illegible] and about adults filling [illegible] left by the non-existent [illegible] they never had. But this [illegible] response, rather than an [illegible] obvious move to cope [illegible] demographic reality. The [illegible] report, a deliberately [illegible] document, and the [illegible] responsible for a whole sketch of reasons; the plant—higher education, that is—is tender enough already, without the prospect of global ecological change; MPs are cautious enough folk individually—a report from nine such folk inevitably ends up with more common denominators than visionary horizons: "realism" about public expenditure is the order of the day and simply for that reason, redistribution of it is extremely difficult.

The DES asked us for ideas about how to preserve quality while leaving room for development. Some cynics would say that just is not possible. But we took the question at its face value. The argument we skimmed, therefore, concerns the proper size of the higher education elite and avenues of access to it—the nub of the Halsey and Goldthorpe Nuffield thesis, which I touched on last year.

For the past 20 years the whole higher education balloon has expanded, and with it, to a certain extent, the avenues. The CNAA was born, ONDs became exchange currency for A levels, courses changed and widened. The danger now, as the balloon shrivels and shrinks a bit, is that the new avenues of access get blocked off, and the entry pattern becomes arthritic, leaving the mandatory grant-aided 18-year-old riding higher and more privileged than ever and the discretionary grant applicant of whatever age marooned and cut off from the learning opportunities he needs. With mounting unemployment the chances of participating within higher education looks like becoming even more a function of economic and geographical privilege than it has been in the past.

In this situation it seems to me that the least we can do is to try not to make the situation worse and the latest pronouncement from Mark Carlisle, about post-16 examinations seems to me to do just this. (This, for those who have forgotten, advocated a vocationally oriented 17-plus exam and an academic 18-plus I level less gruelling than A level and rather like the old subsidiary—in other words, the umpteenth effort over half a dozen decades by an English education minister to widen the sixth-form curriculum.)

By the time we had finished our report we did not have access to this; if we had done so we might well have commented on it, for if its proposals are adopted it could well affect the *demand* for higher education over the next decade.

The truth is that British higher and further education now form a continuous spectrum appropriate to a wide range of applicants from very able to quite average. Participation within the system is partly, as I have said, a function of economics, and to a certain extent of taste also.

Moreover this second criterion is becoming truer and truer on the European dimension.

My point, which I apologize for labouring, is that a continuum of higher and further education opportunities should be reflected in a single system which provided a spectrum of examination success. Mark Carlisle has begun to accept this at 16 plus but he has now flatly rejected it post-16.

The A level and perhaps I level route, is to be wholly unconnected with the new 17 plus exam which is specifically for some of toil rather than study. At least when the CSE was introduced, it was done with a slight degree of D level linkage.

Perhaps the most difficult argument at the centre of all our decisions revolved round our attitude to "planning" not "forecasting" which we rather approved of, but "planning". Now we received much evidence of past failures in teacher and medical manpower; but we came to the—somewhat Thatcherite, at first sight—conclusion, with certain important provisos, that in higher education consumers (students, that is, rather than employers) are at least as good planners as bureaucrats, and certainly very much cheaper.

The provisos are crucial: free flow of information and equality of competition within equitable cash limits. At the moment we have neither; the DES record on statistical flow is pathetic, and equality of competition is violated for the students by the distinction between mandatory and discretionary grants and for the institutions by the binary system.

So we haven't just advocated competition; I hope we've made the *quid pro quo* sufficiently clear also. And just as a postscript we've nothing against Richard Bird and his new role at the DES—it would be nice to think that we'd contributed to the new comprehensive nature of it.

Don's diary

Sunday

It was as the cab thumped and clunked uphill on East 86th Street that I had my first encounter with the phenomenon: there in the Sunday evening dusk was a tall, blonde girl, headphones blocking the snarl of the traffic, roller skates lifting her clear of the kerb to kerb tin, as she glided backwards between the lines of traffic, keeping God knows what appointment with fate down towards the East River. I was only in New York for a couple of days on my way to McMaster University and its Bertrand Russell Archives, but they were two days in which I never saw a mugger, hardly a cocaine pusher, and certainly no more than two or three dozen whores, but had to fight for my life beneath the wheels of crazed cyclists and wild skaters.

Wednesday

The train to Toronto is a rather less adrenalin-arousing form of alternative transport. It takes a bit over 12 hours to cover a bit less than 450 miles, and probably does not do it at all by now, since the Toronto, Hamilton and Buffalo Railway Company had already plastered all the carriages with notices to the effect that their losses were so out of proportion to any good they were doing that they were packing it all in. I rather liked the ride; the Hudson valley is impressive enough and the train is rarely more than 20 feet from the river; the last part of the ride, along the shores of Lake Ontario, is like the Fens only more so. I find myself in Toronto at the Jewish New Year; my friends are engaged in a *Rosh Hoshanah*thon, the "Day of Atonement" threatens to be a day for Alka Seltzer as well as mutual apologies.

Friday

Seriousness finally breaks out when I get to McMaster—well, not all at once, since I arrive just as the builders repairing the asphalt roof of the building housing the editors of Russell's papers contrive to set their tar barrel on fire; much gallows humour, but only $500 damage and none to editors or papers. Working in the Russell archives is a tremendous treat to the unscholarly like myself. It's not just that it's fun to read things in manuscript and to find (a few) things that never got published, and in which nobody else seems to see the point. It's more that the company is so good; the preservation of papers seems to be a good way of preserving academics.

Ken Blackwell, who was largely responsible for getting the Russell papers to McMaster in the first place, turns out to be a mere youth who none the less is a walking genealogy and bibliography of the social and intellectual history of twentieth century England. His assistant, Carl Spadoni, will either develop a Charles Atlas physique or frightful backache chasing things up for us.

Monday

What I have come for is to see whether my ambivalent view of Russell's stature as a writer on social and political subjects is much modified by close inspection of the primary sources. It isn't much; though it is a bit altered. It's clear that by 1919 both Russell and his readers took his politics more seriously than he ever let on in his *Autobiography*: he plainly could have had an enormous impact on British politics in the 1920s if he had chosen to, and it's not quite clear why or how he blew it. The whole business raises some interesting questions about how to write intellectual history, since the interplay of his temperament and his ideas requires both some festidiousness and some boldness in the interpreter. It's good to spend lunchtimes in the McMaster faculty club chewing over the issues with Dick Rempel and Louis Greenspan, who are both involved in putting together Russell's complete works, and who are fussed about just the same things as I am.

Wednesday

Canada is in an odd state. There seems to be a semipermanent postal strike; the postal workers are not like Tom Jackson's troops—they are self-ascribed members of the industrial vanguard, and regard it as their mission in life to warm up the conflict of capital and labour whenever it shows signs of cooling; but they actually won their last fight, and now have no *casus belli* of their own.

On the other hand, the public service workers—clerks mostly, women mostly, and badly paid universally—are on strike, and see their strongest card as the interruption of postal services. The post office workers are not unwilling to honour a picket line when they see one, and so there is a good deal of intermittent, localized and unofficial interruption.

This provides a background to the grand constitutional punch up between Pierre Trudeau and the premiers of Canada's provinces. He wants to write in both a strong Bill of Rights and a lot of economic powers for the central government into the new constitution which will replace the British North America Act; they want all sorts of things—not to have to provide schools for French speakers, and not to have to part with provincial oil and gas, among others.

It is hard to know what to say when asked about British attitudes—Canadians are used to being absolutely ignored both by Britain and the United States, but it seems decidedly rude to set your feet under someone's dining table and then say, too brutally that nobody gives a tinker's cuss about the fate of the BNA Act. The openness of the arguments, however, is a shaming contrast with our recent arguments over devolution, and the belief in the educability of the public more shaming still.

Friday

Back on the road, and off to Montreal. Scarcely there long enough to do more than form a great affection for the bars and restaurants, and for the local habit of deserting the centre city streets until 11 pm. Driven to my train by a violently anti-Francophone Francophone, who maintains that prosperity has vanished for ever, because it takes three French speakers to do one man's work, and so all the firms have moved out of Quebec. What he would like to do is work to a disco, so perhaps his views are biased.

Sunday

The trip to New York for the return journey is something of a blur—a combination of giving lectures to new audiences and ingesting great quantities of seafood and the predictable metabolic results. But highlights stick in the mind—oysters in Baltimore the size of spring chickens, the beginnings of an understanding of baseball after hours of watching some amazing fielding by the Phillies, the brightness of students at Haverford who somehow combine the qualities of Keele and New York at their best, and more near-misses from madmen on their cycles.

Indeed, I hear that New Yorkers, long oblivious to sirens, gongs, hooters, bells, flashing lights and suchlike, now respond to only one stimulus—the cry of "Killer Biko" as some hyped-up messenger and his sloshing ten-speed come out of your blind spot and prepare to mow you down.

Alan Ryan

The author is a fellow at New College, Oxford.

Laurie Taylor

"Darling, what is it. You've been thrashing around all over the place for nearly an hour. Its like trying to sleep in a tumble dryer."

"*Nothing. Nothing. Just a bit restless tonight. That curry perhaps. Should have stuck to the Madras. You go to sleep. I'll try and keep still.*

"Would you like me to sleep in the spare room? I'm quite happy in there you know."

"*Oh no. It's far too cold. We've switched off the radiators. And anyway there's no duvet.*"

"I could always use the children's sleeping bag. Your gown's still on the back of the door, isn't it?"

"*I'll be fine in a moment. You just turn over the other way. Goodnight darling.*"

"You're not thinking about that review again, are you? Silly, silly review."

"*Not really. What does it matter anyway?*"

"You are, aren't you. That man in *THES*. I've told you he's not worth botherlog about. Probably jealous or something. Anyway it wasn't all bad. He said it was 'an important subject'."

"*Very important subject.*"

"Well. There you are then. *Very important.* Even better."

"*But that was just the beginning. What about the second paragraph: 'singularly fails to contextualise the principal issues'?*"

"You *have* been reading it, haven't you? Well, what does he know about it. Some junior lecturer trying to make his name as a critic. Where did you say he was from? Reading?. No wonder he's out of touch."

"*And what about 'shows clear signs of analytical immaturity'?*"

"Look, darling. I really can't go on all night about it. We've already had that review for lunch, tea and dinner. And do stop concentrating on the bad bits. He did say it was concise and simple to read, didn't he?"

"*No he didn't. He said 'so concise that complex arguments are often reduced to simplistic aphorisms'.*"

"Well, same difference."

"You see *its my academic integrity that's at stake.*"

"Course it is."

"*It isn't a question of wanting praise for its own sake.*"

"Course not."

"*And Odgers will have seen it.*"

"Oh. I shouldn't think so. It was quite a small review."

"*I can imagine the scene on Monday morning. Copies of THES on every chair in the SCR and all those disingenuous remarks. 'Hello, old boy. Got any reviews of the book yet?'*"

"There, there my love. Don't think about oesty aid Ted Odgers."

"*And Quintock. This will be the chance he's been waiting for. I can just see his face on Monday. That third-year seminar group.*"

"Look darling, it isn't the end of the world. One swallow doesn't make a summer . . . sort of thing. Perhaps New Society will be better. Or *The Guardian*."

"*Simplistic aphorisms*."

"No they're quite enough. If you don't stop being so bad boy there won't be any special surprises to unwrap morning."

"*Oooh.*"

"Promise you'll be good and well. He in bed, read *The Guardian* to each other, listen to *Newsound* on Radio 4, and then have a big, big breakfast with tinned tomatoes."

"*And . . . and . . . garlic fried bread?*"

"Yes, yes. And big mugs of hot black coffee—and after he will over would flush that nasty *THES* down the waste disposal."

"*Oh that does sound nice. You know something, Bunnikins. There are times when I think that all this academic commitment to knowledge for its own sake has its certain attractions.*"

LETTERS TO THE EDITOR

DES figures on overseas students

Sir,—I refer to the news item on the back page of your issue of October 17 headed "1979 Overseas Figures Fall" and to the lead news item in your issue of October 24. In the first you referred to new information released by DES in its Statistical Bulletin 13/80, showing that numbers of overseas entrants to the universities last year (1979-80) fell by 5 per cent which reversed a steady growth in entries over the previous 12 years.

DES has also recently issued in Statistical Bulletin 12/80 data for overseas initial entrants to higher education including the public sector. In fact the provisional figures for 1979-80 at 14,400 show a drop of 1,700 on 1978-79 and are below the 1975-76 figure of 15,200. This is particularly interesting since the avowed target of Mr Mulley when he was at the DES was to bring overseas student numbers in higher education back in the 1975-76 figure and it has always been said by the present Secretary of State, among others, that Government policy was being unsuccessful in this respect; hence the justification in part for introducing full-cost fees for overseas students.

What these latest figures draw attention to is the pitfalls which result from not having up to date figures available. Naturally it takes some years for the entry figures to become reflected in lower overall enrolments. Had it been realised in the autumn of 1979 that overseas university student numbers had fallen for the first time in 12 years and that public sector students had also dropped drastically, this might have led to a different appreciation of the situation. The figures then available for previous years all seemed to suggest that higher education enrolment was "out of control". The latest data suggests however that, albeit later than Mr Mulley had wished, overall numbers of overseas students have in fact been on a course for levels below 1975-1976 totals which were the Government's benchmark.

It is a matter of speculation whether the information now available would have altered Government policies or would have affected the debate on overseas students if it had been available 12 months ago.

What the figures do emphasise is that the trend of entrants is more important than the overall enrolments for assessing future developments in student numbers, and that it is vital that one has more recent data available than the public presently has normal across to. The last detailed published British Council figures for overseas students are those from 1977 by 1978 which is three academic years ago.

It is good news therefore that Government is now, through the UGC, collecting up-to-date information for the current academic year, and it is to be hoped this data will be shared with the public as soon as it is collated. It is by no means certain at present what this data will show. The information in your edition of October 24 showing numbers keeping steady was for accentuncas at university undergraduate level; and many observers will guess that the position will be less rosy for actual admissions, for most graduate level, and for non-university courses.

Even when the definitive figures for October, 1980, are known, great care will have to be taken in interpreting them. Any declining trend in numbers will be partly due to the strength of sterling and persistent inflation in Britain, the cut in the aid programme, and special political factors in the case of countries like Iran. Conversely, however, one must take account of pressures in the opposite direction including the recognisation of some groups of overseas nationals who would formally have qualified for home student status. There is also the "lag" aspect: massive fee rises for overseas students in 1967 were accompanied by a peak in of enrolments in the same year and a sharp fall subsequently. This lag effect could be experienced again and many consider that 1980 will be the year when the effect of full cost fees will really become apparent.

Yours faithfully,
P. R. C. WILLIAMS
Department of Education in Developing Countries, University of London Institute of Education.

French and O levels

Sir,—In his article of October 17 Mr Keith Hampson states that the O level pass in French was an "unconvincing qualification". To him take heart: things are changing at last.

He has evidently not heard of the movement towards graded objectives in modern languages, which aims precisely to avoid "the sense of it not impossible then possible tasks for average and less able secondary pupils". There are at present over 50 groups of teachers spread over a wide geographical area, including Northern Ireland, Scotland and Wales, who have worked out syllabuses supposedly to the communicative needs of language learners.

For the majority of pupils O level is a dim and distant goal which they may never reach. They are more likely to be motivated by the idea of graded levels of achievement such as are offered by these groups: there are three levels below CSE, which give pupils of all abilities realistic and relevant short term goals.

The first evaluation of these tests, sponsored by the Schools Council and recently completed at the University of York, shows that pupils taught in this way have significantly more positive attitudes towards learning French.

Your readers may like to know that the Centre for Information on Language Teaching and Research will be publishing a handbook on *Graded Objectives in Modern Languages* on November 1. This will give details of all the graded objectives schemes now in operation, and will discuss the ideas behind the national development. It will be available from CILT, 20 Carlton House Terrace, SW1Y 5AR, price £3.75 (plus 38p p & p).

Yours faithfully,
SHEILA ROWELL,
Teacher liaison officer, Centre for Information on Language Teaching and Research.

Anthropology journals

Sir,—In reply to Maurice Bloch's somewhat petulant review of certain journals in anthropology in *The THES* of October 17, we would like to make the following points:

1) Anthropology (the study of man) properly covers both biological and cultural aspects. It is an eccentricity to restrict the meaning to social anthropology alone.

2) The Anthropology BSc programme at University College London, in common with a number of degree programmes in anthropology or human sciences at other universities in the United Kingdom (eg Cambridge, Durham, Oxford and Sussex), follows the practice in the United States and in Europe by providing instruction in both biological and social anthropology. Far from being a "half-hearted last-ditch" approach, this is a deliberate and enlightened matter of policy at University College London.

3) It is only by training students in both biological and cultural matters that one can hope to emerge from the present unsatisfactory situation in which biologists ignorant of social anthropology make inferences about the "evolution" of human social behaviour, only to be scornfully attacked by social anthropologists equally ignorant of biological processes.

4) A rational combination of both biological and social knowledge is essential in many practical areas of human affairs, as in the formulation of realistic development and aid programmes for the Third World. Indeed, it would be no bad thing if we had more administrators in this country at least conversant with the basic facts of the biological and social sciences.

5) It is ironic that Herbert Spencer's misunderstanding of the fundamental basis of evolution by natural selection and his consequent elaboration of justly attacked social theories ("Social Darwinism") should have indirectly led to a rejection of *any* biological matter in the British School of Social Anthropology at its outset, and hence to a continuation of such widespread ignorance of biological theory among its modern adherents.

6) Journals such as *Man* which attempt to provide a forum for anthropology in its internationally understood sense are on the right track. Any failings they may have to a great extent reflect the narrow-mindedness and disciplinary prejudice of individual "anthropologists".

Yours faithfully,
DR R. D. MARTIN,
Reader in Physical Anthropology, University College London.

Copyright law

Sir,—Recent court decisions on the duplicating of copyright material have produced a flurry of activity amongst local education authorities on their own drawn the attention of teachers in their employ to the rigours of the law. This is exactly as it should be for no one involved in educating the young should be seen as flouting this or any other law. It is particularly outrageous when the work of individual authors and musicians is stolen—however admirable the motives of the thieves. Copyright law however covers also the institutional offerings of the BBC and of the Independent TV companies and it is perhaps more than time that these categories of copyright material were distinguished from that arising from the independent work of individuals.

Television provides the most interesting store of educational material that has ever come the way of our economically beleaguered schools and colleges. The mass production of relatively cheap video recording equipment could enable this material to be deployed to the maximum effect. It is the existing state of the copyright law which alone stands in the way.

I have sympathy with the annoyance of those in the television industry when their material is blatantly stolen for commercial and public entertainment purposes. Even more sinister seems to be the distinct possibility that the video recorder will open up a new mass market for cheap pornography which will in turn fall under the control of the criminal "establishment". We seem incapable of exploiting the best which television can offer and yet seem doomed to see its associated equipment used to the most squalid ends.

Altering copyright law will be an expensive and lengthy process that will rightly concern many with interests in copyright material. There is, however, an easy solution to the problem of educational use of television material produced by our public companies. When the commercial television franchises come up for renewal, and indeed when the BBC next asks for an enhancement of its licence fee, it is surely possible for the Department of Education and Science to ensure that pressure is put upon them to designate at least 25 per cent of their public broadcasts as suitable for educational use. The companies would then agree that such designated programmes could be recorded for use within a specified time in educational establishments. If necessary local authorities could keep a list of schools and colleges who wish to take advantage of this and these institutions could be required to open their doors to inspection against abuse of this concession.

The implementation of this proposal would open up the vast storehouse of evening television to educational use. Is there any other single government measure which, without public expense, could achieve as much for our resource starved educational sector?

Yours faithfully,
W. E. TOWNLEY,
Head of History Division, Worcester College of Higher Education.

University of West Indies

Sir,—While we are pleased that your journal continues to take an interest in the Caribbean, and the University of the West Indies in particular, we should like to correct a couple of remarks that might well mislead some readers of Mr Payne's article (*THES*, September 5).

Mr Payne begins by asserting that UWI is *currently* facing dissolution into its three constituents—sadly this is a chronic problem; in 1970 not long after the Jamaican Government had banned Walter Rodney the talk was all about splitting up into three universities; in 1980 the talk is still the same. What has changed is that we are now 10 years closer to the end of the original 21-year agreement on regional funding. It is this fact, and not so much the present Jamaican Government's verbal commitments to democratization and socialism, that genuinely creates an uncertain future for UWI.

Mr Payne is a little shaky with respect to democratization in my case since his quotations referring to "classroom teachers and students" concerns the secondary school system and not the university. Not is the democratization of the university (supposing it is ever endorsed by Government) particularly radical move; rather it is a long overdue attempt to give most of the people that work in UWI some small say in the decision-making machinery—machinery that as Mr Payne implies, is that much more cumbersome than in "normal" university universities.

While we would not wish to deny the extremely serious plight of the Jamaican economy, nor the disastrous comparative position of Monetaries, we would like to conclude by stressing, counter to the tone of Mr Payne's piece, that neither of the two main Jamaican parties has any expressed intention of trimming or closing down the Mona campus, but rather of expanding it, a prospect many of your readers might envy.

Yours sincerely,
W. S. LOFTERS,
President, West Indies Group of Unions, Teachers, Kingston, Jamaica.

Letters for publication should arrive on Tuesday morning at the latest. They should be typed as possible and on one side of the paper only. The editor reserves the right to edit letters for publication and to amend them if necessary.

TIMES PAST THE TIMES
HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

The Price report: constructive but lacking in electricity

The Select Committee's report on the organization and funding of higher education courses is a sensible and constructive report. Its recommendations, with a few more controversial exceptions, distil the commonsense consensus about the development of higher education in the 1980s, a consensus that unites nearly all serious policy-makers in whatever sector, institution, or discipline but sadly does not yet include the Department of Education and Science.

The report is also far more comprehensive than could have been hoped for when this subject was chosen by the committee for its first inquiry was chosen almost a year ago. It goes far beyond the organization and funding of higher education courses, which from the outset beginning seemed a rather clumsy formulation, and its recommendations touch on most policy questions of any importance or of considerable controversy.

But, although it is difficult to disagree with the substance of the report, it is difficult to raise much enthusiasm for it either. Perhaps it is too commonsensical. Its broad recommendations are so much part of the received wisdom about what the next steps should be that they fail to set off those reverberations of enthusiasm, controversy, and excitement that in the case of great reports like Robbins can help to shape higher education in a new direction. The Select Committee's report does not open our eyes to new possibilities: it offers instead a well proposed snap-shot of what we can easily see.

It is hardly the fault of the committee and its advisers. Rather is a criticism of the meagre aims and expectations of British higher education at the beginning of the 1980s. The comparison with 1963 is quite relevant. Robbins was a very radical report for its time. Its recommendations which were based on some fairly conservative assumptions; while the present report makes a whole series of modest recommendations which are the radical edge of today's agenda. The difference is that in 1963 there was a far more elective and higher education than in 1980.

The report has two themes which may seem a little exaggeration and simplification, but he called the "unification of the binary policy and the introduction of national planning of higher education. The first can be summed up in the phrase, return to pluralism. The committee has set away from radical solutions such as the complete abolition of the binary distinction between university and non-university sectors. It has remained unfashionably supportive for maintaining the "mixed" binary binge in higher education, but recognized that the multilateralism of the mid-1960s is no longer a sufficiently sophisticated description of our system for higher education 15 years later.

There is a contradiction, between the two themes of the Select Committee's report. The mellowing of the binary policy by placing much greater emphasis on pluralism is very desirable, but it does not fit easily with national planning. But some greater degree of coordination is clearly required for the sensible development of higher education in the 1980s. Yet this tension between autonomy and planning is hardly new in British higher education. It is an enduring theme that cannot be avoided without radical readjustment of the whole system in either a libertarian or a centralised direction for which there is at present no conceivable consensus.

The Select Committee's report, of course, is not without flaws of some minor and some major. In the first category must be included the committee's recommendations concerning the University Grants Committee. It is one thing to give the University Grants Committee corporate status to polytechnics, which is certainly correct but would encounter more pitfalls in its implementation than they seem to realise.

They also recommend a bonfire of course approval controls and the eviction of the Inspectorate from advanced further education entirely. More generally and also of relevance to the universities, the committee is hostile to any but the gentlest manpower planning and is sceptical of Government or UGC attempts to earmark grants for special purposes. Their clear message is that the institution knows best and that the system should be seen for planning purposes as a collection of institutions with widely varying characteristics, rather than as binary lumps of regimented and homogenized institutions. This is certainly to be welcomed.

The second theme in the Select Committee's report, that of greater national coordination, is in contrast but not necessarily in contradiction to this liberal commitment to pluralism. It has two main elements. The first is the creation of the CCP, the encouragement of close liaison between this committee and the UGC, and just a faint hint that at some distant date the two committees might be merged.

The Select Committee's CCP is a clear improvement on Onkes' advisory body. The latter had been seen as a mechanistic body that would carry out detailed allocations of money to more than 100 institutions. As a result it stood a fair chance of sinking beneath the burden of the APE "pool", unit costs, and all the other financial complexities which non-university higher education must presently bear.

The CCP, in contrast, would be less encumbered by these detailed executive tasks and so be able to adopt a wider and more strategic role in the planning of polytechnics and colleges, a role that would not be constantly vitiated by Kirk-less-style rows about financial trivia and academic autonomy. It would also be a smaller, more cohesive and so more affective body, not crucified by directly representational membership.

The second element in national coordination looks much weaker. This is for each institution to produce a plan, or statement of principles, for submission to and approval by the CCP.

The problem quite simply is that any plan that had much sustainable meaning would be far too rigid from the point of view of the institution and go against the principle of pluralism, and at the same time ambroil the CCP in just the kind of detailed negotiation that it should probably avoid, while any statement of principles would be so general and even vacuous that its value for national planning would be almost nothing.

This last element does highlight a tension, if not a contradiction, between the two themes of the Select Committee's report. The mellowing of the binary policy by placing much greater emphasis on pluralism is very desirable, but it does not fit easily with national planning. But some greater degree of coordination is clearly required for the sensible development of higher education in the 1980s. Yet this tension between autonomy and planning is hardly new in British higher education. It is an enduring theme that cannot be avoided without radical readjustment of the whole system in either a libertarian or a centralised direction for which there is at present no conceivable consensus.

The Select Committee's report, of course, is not without flaws of some minor and some major. In the first category must be included the committee's recommendations concerning the University Grants Committee. It is one thing to suggest that the committee should have more lay members, including more from local authorities, although even this carries the danger of eroding the academic legitimacy of the UGC: it is quite another to imagine that the UGC can operate with all its deliberations and all its advice available to public scrutiny. This is to mistake the kind of animal the UGC is. It may be that another kind of animal altogether is required (or that the UGC is itself unnecessary as the minority report argues), but that is another question and one which the committee does not try to tackle.

In the second and far more important category must be placed the committee's failure to say much new about how Britain can move from having, in American terms, an elite system of higher education enrolling only one in eight of each age group, to a mass system of post-school education in which opportunities are much more equally shared.

The committee's heart is in the right place. The report even suggests some tinkering that is well-intentioned and might produce modest improvements—for example, its recommendations concerning the Open University, on credit transfer, and on single ministerial responsibility for continuing education.

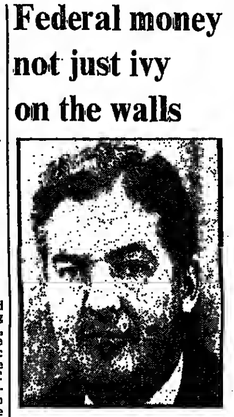
But it is right to feel sceptical about whether such measures, useful as they are, will do much to improve Britain's appalling age participation rate in higher education and exiguous record on post-experience education. In this the report is like so many of the pronouncements from the leaders of higher education, full of theoretical compassion but light on practical commitment.

Yet once again it is harsh to blame the committee. The report argues that the time is ripe for a major Government statement on higher education to allow institutions to clarify their roles and to establish the most sensible structure for the system in the 1980s. It even suggests this should take the form of a White Paper. Yet there seems little chance of this happening. The present Government's interest in higher education is largely confined to the monetary, as the committee itself concedes when it criticizes the vague concept of "local funding" and calls instead for a more precise formula related to actual student numbers.

The present position is something like this. First, it is accepted by almost everyone that the Robbins consensus has run its course. Secondly, most people in higher education, and now the Select Committee, agree about a series of practical measures that are required to cope with the consequences, like the setting of some kind of national body for the non-university sector, but the DES itself is not yet convinced. Thirdly, there is almost no common ground about the future of higher education in the longer term "steady state" muddling through, concentration on excellence, the nirvana of continuing education, all are available solutions but none command anything resembling a consensus of responsible support.

The Select Committee has had to operate in this environment of enervating doubt, and its report is marked by it. But it is nevertheless a very sensible and sound report that makes recommendations that command overwhelming support. By the standard of Select Committee reports it is indeed a remarkably thorough document which cannot be easily dismissed by the Government. If there is any disappointment, it is that although an excellent report for higher education in the 1980s it has too little to say about higher education in the year 2000.

Federal money not just ivy on the walls



George Rainsford

Control of education in the US resides essentially in local hands. Unlike most other countries in the world, there is not a national system of education controlled at the level of the national Capitol. Rather, there is a great diversity of public and private institutions, locally owned and controlled and varied to meet a wide spectrum of abilities and expectations.

Even though not the managing partner in this enterprise, the federal government has been a major factor in education throughout the nation's history. In 1980 it is hard for anyone concerned with spiralling federal deficits and still unmet educational needs, both measured in billions of dollars, to fail to be impressed with the size of the current level of federal spending on higher education. In 1979-80 that figure exceeded $16.6 billion.

This federal money is not just the ivy on the walls of our colleges and universities. To a large degree it is part of the stone and mortar itself. Of the more than 3,250 institutions of higher education in 1979-80, more than 80 per cent received some form of assistance from the federal government. Dozens of federal agencies supported hundreds of programmes on as many campuses involving hundreds of thousands of students, faculty members, administrators, and research personnel.

Even those institutional opponents of educational aid who have traditionally charged the federal government with aggressively usurping the prerogatives of the states and violating the constitutional doctrines of the government of delegated powers—even those institutions have eagerly accepted students who bring federal financing with them.

Educators and Congressmen have developed a shorthand description of this federal spending, calling it "aid to education". But it seems clear that during most of our history, and certainly now, the federal government's approach to aid to education is as a means rather than an end in itself. The benefit to be derived from an increase in individual growth and competence appears to have been only a by-product.

The American government today is democratic and popular. Thus, federal aid to education is primarily concerned with equalizing opportunity. It is primarily directed to the strengthening of mass education so that the benefits of education may be spread more widely, rather than as in the nineteenth century, serving a different and narrower purpose of satisfying the needs of political and religious leadership.

Answering the demands of increasingly powerful special interest groups, such as the farmer, the GI, the minority and other disadvantaged populations, and the middle income families, has been the primary political objective of most so-called aid to education Bills.

An outstanding example can be found in the 1957 National Defence Education Act, about which Robert M. Hutchins once remarked: "History will smile sardonically at the spectacle of this great country getting interested slightly and temporarily in education because of the technical advancement of Russia and then being able to act as a nation only by assimilating education into a Cold War and calling an educational act a defence act."

Whatever the social or political motives of leading Republicans and Democrats alike, Congress in the past two sessions has vastly increased the federal role in education. Student aid, receiving the lion's share of the dollars, has been expanded dramatically so that choice as well as access is possible, middle income families can participate in receiving aid at public and private institutions, and almost anyone can now afford even higher priced colleges through a combination of federal, state and institutional grants, loans and work. The support for categorical programmes, such as libraries, science equipment and research, has been present even if much more limited.

However, under the guise of the argument, described by Kingman Brewster, "If I provide the buttons, I can design the suit", the cost of federal assistance has been growing dramatically. A mountain of regulations has emerged from a politically and socially conscious Congress and an increasingly unresponsive federal bureaucracy, all reflecting the desire to use education to achieve social objectives.

Thus, now facilities are required to have special provisions for the handicapped. Educational funding now is conditional on recipients demonstrating that they have adequate regard for environmental matters, pension fund protection, workmen's and unemployment compensation, prohibition against sex, race, and age discrimination, and affirmative action plans for hiring women and minorities. In a stagnant economy and rapid inflation, the availability of federal dollars gives those dollars an enormous leverage.

Many of the questions as to the role of the federal government in higher education focused in the pledge by Mr Carter in his 1976 campaign to create a new cabinet level Department of Education. If seen as a political move, one would have to conclude that it was highly successful, for Carter because of this pledge has now received the full support of the National Education Association, the second largest union in the country. With their lobbying help the Department of Education is now a reality.

The concern of many educators as to the bureaucratization of the federal department and the place of higher education within it has also been realized. The assistant secretary for postsecondary education is only one of 14 assistant secretary level positions. These include civil rights, planning and budget, management, legislation, special education, educational research, vocational education, elementary and secondary education, non-public education, public affairs, and the like.

The new secretary has made clear the priority of service to the disadvantaged which continues the focus of the commitment of the government to constituent groups rather than to a concern with education and educational standards and quality.

Moreover, the tide of federal regulations bids fair to increase as a result of activities of the new bureaucracy. It is thus not surprising that the Republican party platform drafted in Detroit calls for the elimination of the new department and a return to a more decentralized, diversified control and support of education.

From the point of view of the colleges and universities called on to provide the educational service, the picture is mixed. It is clear that many hundreds of thousands of students are receiving higher educational opportunities because of the programmes of the federal government. Many hundreds of institutions thus have larger enrolments than they would otherwise. But to the basis of federal, state, student, and private funding, there is a noticeable questioning of the reliance on federal funding.

In addition, the growing reliance on federal dollars has undercut the perceived need and the political basis for private or local or state level funding. Therefore, now the hard, tight reaches for the federal dollars does so more gingerly because of the growing cost of reliance and compliance.

Yet is it clear that the role of the federal government in education, as well as in much of the rest of our national affairs, will increase rather than decline. The silent question is, whether there is a point of diminishing returns?